

STUDY MATERIAL I Year – Semester I

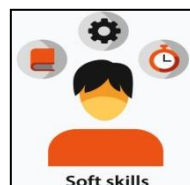
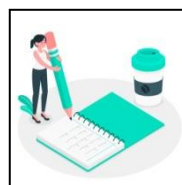
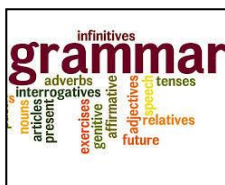
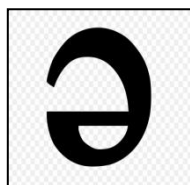
A Course in Communication and Soft Skills & Communication Skills

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The Material-cum-Workbook is prepared for
B.A./B.Sc./B.Com. Students based on Revised Syllabus of
English (Part – I) Under CBCS Framework w.e.f. 2023-24

I Year – Semester I

A Course in Communication and Soft Skills

Objectives & Outcomes

By the end of the course the learner will be able to:

- Understand the importance of listening and practice effective listening
- Use grammar effectively for accuracy in writing and speaking
- Use relevant vocabulary in everyday communication
- Acquire ability to use Soft Skills in professional and daily life
- Confidently use the skills of communication

Unit – I: Listening Skills

- a) Importance of Listening
- b) Types of Listening
- c) Barriers to Listening
- d) Effective Listening

Unit – II: Phonetics

- a) Sounds of English: Vowels and Consonants
- b) Syllable
- c) Word Accent
- d) Intonation

Unit – III: Grammar

- a) Concord
- b) Articles
- c) Prepositions
- d) Tenses
- e) Question Tags

Unit – IV: Speaking Skills

- a) Greetings & Introduction
- b) Asking and Giving Information
- c) Yes, We Can by Barack Obama
- d) Agreeing / Disagreeing
- e) A Leader should know How to Manage Failure by Dr. APJ Abdul Kalam

Unit – V: Soft Skills

- a) SWOC
- b) Attitude
- c) Emotional Intelligence
- d) Netiquette
- e) Interpersonal Skills

Contents

Unit No.	Name of the Topic / Item	Page Nos.
I	Listening Skills	
	1. Importance of Listening	1
	2. Types of Listening	2
	3. Barriers to Listening	3
	4. Effective Listening	4
II	Phonetics	
	1. Sounds of English: Vowels and Consonants	6
	2. Syllable	15
	3. Word Accent (or) Stress	18
	4. Intonation	21
III	Grammar	
	1. Concord	25
	2. Articles	31
	3. Prepositions	37
	4. Tenses	45
	5. Question Tags	56
IV	Speaking Skills	
	1. Greetings & Introduction	65
	2. Asking and Giving Information	69
	3. Yes, We Can	73
	4. Agreeing / Disagreeing	79

	5. A Leader should know How to Manage Failure by Dr. APJ Abdul Kalam	81
V	Soft Skills	
	1. SWOC	89
	2. Attitude	91
	3. Emotional Intelligence	94
	4. Netiquette	95
	5. Interpersonal Skills	99

A Word about the Author

Dr. T. Jeevan Kumar works as an Associate Professor of English in Government College (Autonomous), Ananthapuramu. He has won the Smt. Movva Venkata Lakshmi Rama Sarma Memorial Gold Medal and also the Smt. Vasagiri Kamalamma Memorial Prize for securing first rank in post-graduation. He obtained his Doctoral degree from Sri Krishnadevaraya University, Ananthapuramu. He has more than ten years of teaching experience in the institutions of higher learning.



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He is the editor and the Course Writer of Second Year “General English” material prepared for the Students of Distance Education of Sri Krishnadevaraya University, Ananthapuramu. He is the Lesson Writer for First Year “General English.” He is the Content Generator of Undergraduate and Postgraduate Course Material for the International Student Cell of Acharya Nagarjuna University, Guntur.

In spite of much effort to make the material error free, here and there some grammatical or typographical errors, and sometimes omissions might have crept in while preparing the material. If you find such mistakes, you may please inform us if you can. In case, if you want to give any advice or pieces of advice, suggestions, comments for further improvement, you are most welcome to do so. You may send them to dr.tjeevan@gmail.com

B.A./B.Sc./B.Com. (Four Year) Degree Examinations – November, 2023

I Year – Semester I – Blue Print of the Question Paper

Part I – General English

A Course in Communication and Soft Skills

Time: 3 Hours

(CBCS Regulations w.e.f. 2023-24)

Max. Marks: 75

Section – A (15 Marks)

Answer any THREE Questions out of FIVE.

3x5 = 15

1. Paragraph Question from Unit I
2. Paragraph Question from Unit I
3. Paragraph Question from Unit I
4. Paragraph Question from Unit I
5. Paragraph Question from Unit I

Section – B (15 Marks)

Answer ALL the Questions.

3x5 = 15

- | | | |
|-------------------------------|---|-------------|
| 6. Phonemic Transcription | - | 3 Words |
| 7. Orthographic Transcription | - | 3 Words |
| 8. Syllable Division | - | 3 Words |
| 9. Stress | - | 3 Words |
| 10. Intonation | - | 3 Sentences |

Section – C (15 Marks)

Answer ALL the Questions.

- | | | |
|-------------------|---|-------------|
| 11. Concord | - | 3 Sentences |
| 12. Articles | - | 2 Sentence |
| 13. Prepositions | - | 3 Sentences |
| 14. Tenses | - | 5 Sentences |
| 15. Question Tags | - | 2 Sentence |

Section – D (15 Marks)

Answer any THREE Questions out of FIVE.

3x5 = 15

- | | | |
|---|---|-----------------------------------|
| 16. Self-Introduction & Greetings | - | 1 Question (with Internal Choice) |
| 17. Asking & Giving Information | - | 5 Questions |
| 18. Paragraph Question on Yes, We Can | - | 1 (with Internal Choice) |
| 19. Agreeing/Disagreeing | - | 5 Questions |
| 20. Paragraph Question on Kalam's Interview | - | 1 (with Internal Choice) |

Section – E (15 Marks)

Answer any THREE Questions out of FIVE.

3x5 = 15

21. Paragraph Question from Unit V
22. Paragraph Question from Unit V
23. Paragraph Question from Unit V
24. Paragraph Question from Unit V
25. Paragraph Question from Unit V

11. Fill in the blanks with appropriate Verb forms: 3x1 = 3
- a) Raju, Ramu, and I _____ (is/are) good friends.
- b) One of the students _____ (proved/prove) his talent.
- c) They _____ (does/do) not know how to operate computer.
12. Fill in the blanks with the appropriate Articles: 2x1 = 2
- a) She is going to America to study in _____ University.
- b) Sachin is _____ best cricketer in the world.

13. Fill in the blanks with suitable Prepositions: 3x1 = 3
- a) He is waiting _____ the post-office.
 - b) She goes to college _____ foot.
 - c) The train departs from the station _____ a few minutes.
14. Fill in the blanks with a suitable Verb form: 5x1 = 5
- a) Likitha _____ (watch) a movie for the last one hour.
 - b) If you work hard, you _____ (get) first class.
 - c) They _____ (play) chess now.
 - d) The policemen _____ (catch) the thief.
 - e) I _____ (call) him twice yesterday.
15. Fill in the blanks with the appropriate Question Tags: 2x1 = 2
- a) Teachers should update their knowledge, _____?
 - b) I am a writer, _____?

Section – D (15 Marks)

Answer any THREE Questions out of FIVE: **3x5 = 15**

16. Imagine that you have attended an interview. The Panel members asked you to say a few words about you. Write how do you introduce yourself in that situation.

(or)

Read the following questions and write Greetings to them.

- a) How do you congratulate your friend who won the first rank in the Intermediate Examinations?
 - b) How do you wish your friend on the marriage day?
 - c) What message do you send, through WhatsApp, to wish him/her on birthday?
 - d) How do you bid farewell when your uncle is leaving for abroad?
 - e) Write the appropriate condolence that you use when your friend's father passes away.
17. Write the appropriate forms of 'Requesting/Giving Information' for the following.
- a) How do you request someone to pass the salt when you are at the dinner table?
 - b) How do you request the Librarian to give you an English textbook?
 - c) You are walking on the road. A stranger came and asked you to show the way Bus-Station. How do you direct him?
 - d) Your friend wants to buy a new phone. He needs some information on the best mobiles. How would you give that information?
 - e) How do you request the audience to fill the feedback form.
18. a) What challenges Americans will have from Obama's victory?

(or)

- b) Who is Ann Nixon Cooper? What does Obama say about her?

19. Read the following and write the appropriate expression, as directed in the brackets.

- a) Offline teaching is better than online teaching. (Write Agreement)
- b) The traffic in the town is increasing day by day. (Write Agreement)
- c) The Doctors do not exploit money from the patients. (Write Disagreement)
- d) People strictly follow the guidelines of Corona. (Write Disagreement)
- e) Online evaluation is better than offline evaluation. (Write Disagreement)

20. a) What are the fields that Kalam has seen progress during his lifetime?

(or)

b) What are the traits that Kalam mentions a leader should have?

Section – E (15 Marks)

Answer any THREE Questions out of FIVE:

3x5 = 15

- 21. What are the advantages of conducting a person SWOC analysis?
- 22. Write the tips that may develop one's attitude?
- 23. Write the dos and don'ts of Netiquette.
- 24. Discuss the interpersonal skills that a student should require?
- 25. How to enhance emotional intelligence?

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B.A./B.Sc./B.Com. (Four Year) Degree Examinations – November, 2023

I Year – Semester I – Blue Print of the Question Paper

Part III – Life Skill Courses

Communication Skills

Time: 2 Hours

(with effect from 2023-24)

Max. Marks: 50

Section – A (20 Marks)

Answer any FOUR Questions out of EIGHT.

4x5 = 20

1. Short Question
2. Short Question
3. Short Question
4. Short Question
5. Short Question
6. Short Question
7. Short Question
8. Short Question

Section – B (30 Marks)

Answer any THREE Questions out of FIVE.

3x10 = 30

6. Essay Question
7. Essay Question
8. Essay Question
9. Essay Question
10. Essay Question

B.A./B.Sc./B.Com. (Four Year) Degree Examinations – November, 2023

I Year – Semester I – Blue Print of the Question Paper

Part III – Life Skill Courses

Communication Skills

Time: 2 Hours

(with effect from 2023-24)

Max. Marks: 50

Section – A (20 Marks)

Answer any FOUR Questions out of EIGHT.

4x5 = 20

1. Define Communication.
2. Process of Communication.
3. Role of Body Language in Presentation
4. Non-Verbal Communication
5. Don'ts of a Group Discussion
6. Visual Aids in a Presentation
7. Structure of a Group Discussion
8. Types of Interviews

Section – B (30 Marks)

Answer any THREE Questions out of FIVE.

3x10 = 30

9. Discuss the major barriers to Communication.
10. Write an essay on the tips for Effective Communication.
11. Examine the key elements that should be remembered while preparing a presentation.
12. Comment on the essential elements of Group Interviews.
13. Explain the do's and don'ts of an interview.

I Year – Semester I

Communication Skills

Objectives & Outcomes

Upon the completion of the Course the students will be able to:

- Understand the nature and importance of Communication
- Learn the process involved in Communication
- Develop Interview Skills
- Acquire Presentation Skills
- Effectively play their roles in Group Discussions
- Enhance the skills of Public Speaking

Course Content

Unit – I: Basics of Communication

1. Nature and importance of Communication
2. Process of Communication
3. Principles of Communication
4. Barriers to Effective Communication
5. Strategies for Effective Communication

Unit – II: Presentation Skills

1. Preparation of a good Presentation
2. Verbal Communication in Presentation
3. Non-Verbal Communication in Presentation
4. Visual Aids/Materials in Presentation
5. Analysing Audience and Managing Questions

Unit – III: Interviews and Group Discussions

1. Interview and its Types
2. Before, During, and After an Interview
3. Do's and Don'ts in an Interview
4. Basic Interview Questions
5. Structure and Process of Group Discussions
6. Role Functions, Do's and Don'ts

Contents

Unit No.	Name of the Topic / Item	Page Nos.
I	Basics of Communication	
	1. Nature and Importance of Communication	102
	2. Process of Communication	103
	3. Principles of Communication	104
	4. Barriers to Effective Communication	105
	5. Strategies for Effective Communication	106
II	Presentation Skills	
	1. Preparation of a Good Presentation	108
	2. Verbal Communication in Presentation	109
	3. Non-verbal Communication in Presentation	110
	4. Visual Aids/Materials in Presentation	111
	5. Analyzing Audience and Managing Questions	112
III	Interviews and Group Discussions	
	1. Interview and its Types	113
	2. Before, During, and After an Interview	114
	3. Do's and Don'ts in an Interview	116
	4. Basic Interview Questions	118
	5. Structure and Process of Group Discussions	119
	6. Role Functions, Do's and Don'ts	120

Unit – I: Listening Skills

Communication plays an important role in this highly technological and competitive world. One can become a good communicator by listening to others.

Among the four language skills – Listening, Speaking, Reading, and Writing – Listening is an essential skill. People spend more time listening than speaking, reading, and writing. Barker and others' study confirm that students in colleges and schools listen 53%, speak 16%, read 17%, and write 14%.

Listening is different from hearing. Hearing is simply the act of perceiving sound(s) by the ear. It is just a physical act that is done without paying much attention. Listening is both a physical and a mental act. In the process, it involves both the ears and the mind. In other words, listening is hearing with much attention and comprehending what the speaker says. Development of listening skills holds the key to effective communication.

1. Importance of Listening

Listening is the mother of all skills. It is the first skill which the child acquires without any teaching or help. It is a receptive skill that makes people to receive, interpret, and react to the messages sent by sender. It requires thoughtful, constructive, purposeful, and critical powers of mind. It is always purposeful. It is the most important and challenging skill that helps in improving one's own communication.

Benefits of Listening:

1. Listening speakers will show your respect on them.
2. It clearly shows that you yearn for understanding his/her point of view.
3. Listening helps in maintaining good relationship between the listener and the speaker.
4. Listening facilitates in focusing on the discussion and to retain information.
5. Listening will allow the speaker to correct if s/he doesn't express the idea clearly.
6. Listening helps the listener to express his/her ideas.
7. Listening provides additional information that can be used in future speeches.

Factors that Assist Listening: Listening is a complex mental activity. It is an integral part of the communicative process. There are many factors involved in a successful act of communication. These factors are:

1. The mental capabilities of the listener; The listener's verbal competence, i.e., his/her knowledge of the language and its nuances.
2. The motivation and interest of the listener;
3. The context, particularly when the speaker is unknown and the subject is also unknown.

The Listening Process:

Listening like other skills, should be understood as a process. Speaker creates an opportunity to listen what he is saying. The purpose behind such opportunities is to get feedback from the listener. There are three phases in the listening process. They are pre-listening, while-listening, and post-listening.

1. **Pre-Listening:** The listener must get ready to receive the sounds. If he is not prepared to listen the speaker, the purpose of speaking and listening fails.
2. **While-Listening:** During this, the listener must focus his attention on listening the speaker. With his previous knowledge on the subject, he has to understand the idea of the speaker. He must get ready himself to decode the ideas to give feedback.
3. **Post-Listening:** During this process, the listener should combine his ideas with those of the speaker and respond to the speaker. If he could not understand, he may ask questions, seek clarifications, and try to understand the idea of the speaker. When he understands the message and responds appropriately, one can say that the purpose and process of listening became successful.

2. Types of Listening

Different situations require different types of listening. One may listen to learn something new, develop a relationship, build an appreciation for something, make discriminations, and make logical evaluation. Depending on the purpose, the listener listens and understands the subject. The following are the types of listening.

1. **Passive Listening:** A mechanical and effortless listening is passive listening. In this type of listening, the listener hears the speaker but doesn't understand the speaker's idea. The listener fails to follow the speaker. He misses some of the important points. This type of listening is common in classrooms. When the teacher is teaching some students will be passive. So, the teacher has to come out with a new strategy to make him/her listen. It also happens in presentations. If the speaker doesn't give any important information or if he speaks in a monotone or if he offers too much information, the listener becomes passive. Sometimes he may even stop listening.
2. **Marginal Listening:** It is sometimes called 'superficial listening.' If too much of information is provided to the listener, it may go waste. This results in marginal listening. This creates superficial understanding, as the listener is not interested in understanding the subject fully. This kind of listening may also cause boredom. Marginal listening leads to poor communication.
3. **Sensitive Listening:** In this type of listening, the listener tries to understand the message of the sender. If the message is not clear, the listener sensitively asks questions and seeks clarifications to understand that idea.

4. **Active Listening:** It is also known as ‘intensive listening’ or ‘attentive listening.’ In this type of listening, the listener pays his total attention on the speaker’s message, that is, the central idea, main points, supporting details, examples, and illustrations. There is no ‘selective dismissal’ of any part of the oral message. It is basically intelligent listening in situations such as group discussions, meetings, job interviews, etc. This type of listening is interactive and productive, facilitates proper interaction and relationships. It requires conscious effort on the part of the listener and demands concentration, involvement, and responsibility. Some other examples of attentive listening include listening to administrative instructions, formal interactions, suggestions, requests, important telephone calls, and so on.
5. **Appreciative Listening:** The main purpose of appreciative listening is to get enjoyment and aesthetic pleasure. Examples include listening to entertaining stories, jokes, anecdotes, a comedian, a musician, etc.
6. **Content Listening:** Listening for information about a business activity is essential to make it successful. This type of listening is crucial to the introduction of new products, plans, administrative procedures, welfare schemes, business expansions and many others. Inadequate and wrong understanding may result, if listening is not effective.
7. **Discriminative Listening:** This type of listening is most important to discriminate the truth. The listener must understand an oral report, plea, and complaint properly to know the truth. He should discriminate between truth and error. By being sensitive to changes in the speaker’s rate, volume, force, pitch, and emphasis, the listener has to distinguish what is said and what is not said.
8. **Critical Listening:** This is also a form of discriminative listening. It is also known as ‘evaluative listening.’ This is context-free and applies to one who listens to any speaker. A critical listener grasps the main focus of a speech, its essential ideas and purpose. He evaluates what is spoken from the point of view of logic, context, contribution, relevance and overall quality. The speaker’s intentions, motives and credibility are also analyzed. Examples include listening to structured talks, classroom lectures, workshops, seminars, etc.

3. Barriers to Listening

There are certain factors which affect listening. One has to overcome them as they obstacle listening. They are

1. Half-listening / paying less attention on the speaker is a major factor that affect listening.
2. Distraction of mind. They can be external, internal, physical, and mental. For example, while listening to a speaker, if one thinks about unwanted matter, it distracts listening.

3. Lack of interest in the speaker's content.
4. Conflict in the ideas of the speaker and the listener.
5. Listener's status consciousness, especially when the listener is superior and the speaker is inferior.
6. The mental argument with the speaker before comprehending the total message.
7. Wrong perception of the message.
8. Lack of vocabulary / knowledge on the language / subject used by the speaker.
9. Misunderstandings of correct pronunciation.

4. Effective Listening

Effective listening involves effort. It focuses on facts, figures, and ideas. Effective listeners absorb what they listen, add their own experiences and react meaningfully. The following are few tips to become effective listener:

1. Be Prepared to Listen – What is most important is the willingness to listen and understand what the speaker is trying to say. One cannot fully hear the speaker's point of view or process information when you argue mentally, or judge what is said before it is completed. Listen with an open mind. An open mind is a mind that is receiving and listening to information.
2. Maintain eye and face contact with the speaker – Look at the speaker. Our eyes can pick-up nonverbal signals that all people send out when they are speaking. Moreover, eye contact keeps pupil focused on the task at hand, and keeps them involved in the subject. Our faces contain most of the receptive equipment in our bodies. So, it is only natural that one should tilt our faces towards the channel of information.
3. Focus on content, not delivery – Pay attention to the content rather than the mannerisms of the speaker. For example, if one is counting the number of times the speaker clears his throat or says a particular word, it only means that s/he is not focusing on the content.
4. Avoid emotional involvement – When one is emotionally occupied in listening, s/he is likely to hear what s/he wants to hear, and not what is actually being said.
5. Avoid distractions – Don't let your mind or be distracted by external disturbances like noise, or someone else speaking loudly etc.
6. Do not interrupt – One should endeavour to understand what is being said and not refute. At the same time, not interrupting does not mean not reacting at all. A good listener will react to the speaker by sending out non-verbal signals, and receptive language like 'I see,' 'Oh really,' 'Okay,' and other such words and phrases. Such words encourage the speaker's train of thought. This compels him/her to react to the ideas presented, rather than to the speaker.

7. Treat listening as a challenging mental task – One needs to concentrate on what is said so that you can process the information, take notes, if required. However, do not take notes of everything, as you may then miss out on the key points. Note down only the main ideas.
8. Stay active by asking mental questions – Active listening keeps you on your toes. Ask yourself questions like, ‘What is the key point/main idea by the speaker?’ to be an active listener. Use the gap between the rate of speech and your rate of thought to frame questions. You can think faster than the speaker can talk. That’s one reason your mind may tend to wander. However, using this time appropriately can help you in staying an active listener.

Sample Questions

1. What are the factors that affect the listening process?
2. What are the barriers of listening?
3. What is the different between active listening and passive listening?
4. Write a note on the types of listening.
5. What are the traits of a good listener?

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Unit – II: Phonetics**1. Sounds of English:**

Linguistics is the scientific study of language and its structure, including the study of grammar, syntax, and phonetics.

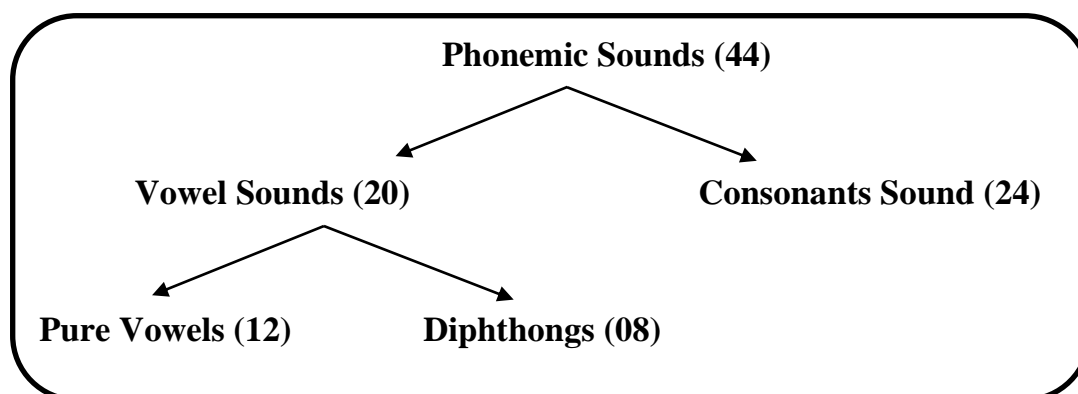
Phonetics is the systematic study of human speech sounds and their production, transmission, reception, classification, and transcription. The twenty-six (26) alphabets of English language have forty-four (44) speech sounds. They are called ‘Phonemic symbols / sounds.’ They are divided into two type namely *Vowel Sounds* and *Consonant Sounds*. Vowel sounds are twenty (20) and Consonant sounds are twenty-four (24). The twenty (20) vowel sounds are further divided into two viz. *Pure Vowels* (12) and *Diphthongs* (08).

Before we look at the forty-four phonemic sounds, let us learn what is a vowel, a consonant, and a diphthong.

A *Vowel* is a speech sound. When we produce this sound, our mouth remains open. The tongue doesn’t the teeth. We don’t feel any friction at the vocal cords. The air escapes freely. For instance, when we produce /u/, our lips become round, air comes out through mouth, and tongue doesn’t touch any organ. The same is case with other vowel sounds.

A *Consonant* is a speech sound produced with friction. We produce this sound with the help of two organs (one active and one passive, sometimes both active). For example, when we produce /p/, we close both the lips for a nanosecond and suddenly release.

A *Diphthong* is a combination of ‘two vowel sounds.’ While producing this sound, the tongue starts at one vowel and joins another vowel. For instance, look at the sound /ai/. It is a combination of /ə/ and /i/.



Phonemic Chart

iː	ɪ	ʊ	uː	ɪə	eɪ	
see	his	put	too	ear	say	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
ten	ago	her	saw	pure	boy	so
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
hat	but	car	hot	air	buy	now

p	b	t	d	tʃ	dʒ	k	g
pen	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	no	sing	hat	look	red	want	yes

VOWELS	LONG SOUNDS	SHORT SOUNDS	DIPHTHONGS
CONSONANTS	VOICED CONSONANTS	UNVOICED CONSONANTS	

Long Vowels – Vowels with Macron	Short Vowels – Vowels without Macron
----------------------------------	--------------------------------------

Voiced Consonants – /b/ /d/ /g/ /v/ /ð/ /z/ /ʒ/ /dʒ/ /r/ /l/ /m/ /n/ /ŋ/ /j/ and /w/
--

Unvoiced Consonants – /p/ /f/ /t/ /θ/ /tʃ/ /s/ /k/ and /ʃ/	Glottal Sound – /h/
--	---------------------

Read the following and learn when to use the Similar Sounds like

/ə/ (Schwa, a very short neutral vowel sound)

- ✓ Use this sound when ‘ə’ is pronounced as a neutral vowel sound. E.g.: above /əbʌv/. In this example, you can observe the difference between the /ə/ and /ʌ/. While pronouncing the first sound, you gulp down the sound a little bit, while pronouncing the second sound you pronounce it completely.

/ʌ/

- a) Use this sound when there is letter ‘u’ in the given word and that letter ‘u’ is pronounced as ‘ə’. E.g.: upper, utter, umbrella, run, judge, mutton, thunder.

- b) The same sound occurs even when the letter 'o' is pronounced as 'ə.'
E.g.: mother, Monday, son, wonder. But there are some exceptions to it.

Phonemic Sounds with Examples:

a) Vowel Sounds:

Pure Vowels		
S. No.	Symbol	Usage in Words
1.	/i/ or /I/	<i>It, Bit, City</i>
2.	/i:/	<i>Eat, Beet, Tea</i>
3.	/e/	<i>Egg, Bet</i>
4.	/æ/	<i>Apple, Bat</i>
5.	/a:/	<i>Arm, Balm, Car</i>
6.	/ɔ/ or /ɒ/	<i>On, Box, Wash</i>
7.	/ɔ:/	<i>All, Born</i>
8.	/u/	<i>Book, Took</i>
9.	/u:/	<i>Booth, Too</i>
10.	/ʌ/	<i>Up, Run</i>
11.	/ə:/ or /ɜ:/	<i>Urge, Bird, Fur</i>
12.	/ə/	<i>Apart, Better</i>

Diphthongs		
S. No.	Symbol	Usage in Words
1.	/ei/	<i>Aim, Game, Day</i>
2.	/ai/	<i>Ice, Bind, Buy</i>
3.	/ɔi/	<i>Oil, Boil, Toy</i>
4.	/iə/	<i>Ear, Beer, Clear</i>
5.	/uə/	<i>Door, Tour, Cure</i>
6.	/eə/	<i>Air, Pair, Chair</i>
7.	/əu/	<i>Over, Boat, Go</i>
8.	/au/	<i>Out, About, Cow</i>

b) Consonant Sounds:

S. No.	Symbol	Usage in Words
1.	/p/	<i>Pen, Simple, Clip</i>
2.	/b/	<i>Big, Band, Tomb</i>
3.	/t/	<i>Tap, Stump, Mat</i>
4.	/d/	<i>Dam, Middle</i>
5.	/k/	<i>King, Skill, Pick</i>
6.	/g/	<i>Gun, Giggle, Bag</i>
7.	/tʃ/	<i>Church, Picture</i>
8.	/dʒ/	<i>Jug, Judge, Large</i>
9.	/f/	<i>Fan, Laugh</i>
10.	/v/	<i>Van, Strive, Dive</i>
11.	/θ/	<i>Thin, author</i>
12.	/ð/	<i>This, Within</i>

S. No.	Symbol	Usage in Words
13.	/s/	<i>Soon, Miss</i>
14.	/z/	<i>Zoo, Music, Buzz</i>
15.	/ʃ/	<i>Ship, Nation, Fish</i>
16.	/ʒ/	<i>Pleasure, Vision</i>
17.	/m/	<i>Man, Camp, Gum</i>
18.	/n/	<i>Nice, Brand, Fun</i>
19.	/ŋ/	<i>Bank, Anger,</i>
20.	/h/	<i>Hot, Whole, Head</i>
21.	/l/	<i>Look, Bullet</i>
22.	/r/	<i>Right, Sorry</i>
23.	/w/	<i>Wet, One, Queen</i>
24.	/j/	<i>Yet, Beauty, Few</i>

Some guidelines for Phonetic transcription:

1. Transcription is generally placed between two slashes like this / /. This is to differentiate the regular spelling and its phonetic transcription. E.g.:

Word	Phonetic transcription
Yet	/jet/
Jet	/dʒet/
Cup	/kʌp/
Wolf	/wʊlf/
Man	/mæn/
King	/kiŋ/

2. While transcribing we should go by the sounds and not by the letters. That is to say that dumb/mute letters are just neglected or omitted. E.g.:

Word	Phonetic transcription
Calf	/ka:f/ (notice that the letter 'l' is not transcribed since it is silent)

Here are a few other examples: 'a' marriage; b-lamb, dumb; d-handsome; e-come, hope; g-sign, foreign; gh-right, fight; h-what, why; k-know, knee; n-condemn, damn; p-psychology; t-Christmas, listen; w-write, who.

3. In spelling the occurrence of double consonants is not an uncommon thing in English. Whenever such doubling of consonants occurs, it must be pronounced and transcribed as representing a single sound. E.g.:

Word	Phonetic transcription
Chess	/tʃes/
letter	/letə/

4. While transcribing, the student may have some difficulty in transcribing the letter s as it represents various sounds at various places, especially in the plural formation of nouns and in the formation of third person singular verbs. On both these occasions luckily, there is one general phonetic rule in operation.

Plural formation: Normally, we add /S/ -es to a noun as suffix to form plurals.

E.g.:	Cup + s	-	cups
	Cat + s	-	cats
	Book + s	-	books
	Jug + s	-	bugs
	Bench + es	-	benches

While doing so, the –s / -es added gives a three-fold pronunciation as follows:

–s added after all voiceless sounds (E.g.: P/t/k) at the end of a word, remains /s/).

E.g.:	cup + s	-	cups /kʌps/
	mat + s	-	mats /mæts/
	book + s	-	books /buks/

–s added after all voiced sounds (E.g.: b/d/g etc) becomes /z/

E.g.:	Cab + s	-	cabs /kæbz/
	bird + s	-	birds /bɜːdz/
	Jug + s	-	jugs /dʒʌgz/

–s /-es added after sibilants (E.g.: s, z, ʃ, ʒ, tʃ, dʒ etc. whether voiced or voiceless) becomes (ɪz/)

E.g.:	Kiss + es	-	kisses /kisɪz/
	Bush + es	-	bushes /buʃɪz/
	Garage + s	-	garages /gæraːʒɪz/
	Church + es	-	churches /tʃɜːsɪz/
	Judge + s	-	judges /dʒʌdʒɪz/

The same principle operates with the formation of third person singular verbs also.

–s/ becomes /s/ after voiceless sounds.

E.g.:	Make + s	-	makes /meɪks/
	Bake + s	-	bakes /beɪks/
	Cut + s	-	cuts /kʌts/

–s/ becomes /z/ after voiced sounds

E.g.:	Give + s	-	gives /gɪvz/
	Ride + s	-	rides /raɪdz/

–s/ -es becomes /ɪz/ after sibilants ('s' and 'sh' sounds) whether voiced or voiceless.

E.g.:	Rejoice + s	-	rejoices	/	/
	Advise + s	-	advises	/	/
	Relish + s	-	relishes	/	/
	Catch + es	-	catches	/	/
	Bridge + s	-	bridges	/	/

5. Another thing to be taken note of is how to transcribe –d / -ed in the formation of past tense. We normally add –d/ -ed to the stem of the verbs to make them past tense. –d / -ed added to the stem of the verb gives rise to a three-fold pronunciation.

–d	-	/d/
–ed	-	/t/ and /ɪd/

–ed added after voiced sounds become /d/

E.g.:	Love + d	-	loved	/	/
	Play + ed	-	played	/	/
	Rubb + ed	-	rubbed	/	/

–d / -ed added after voiceless sounds become /t/

E.g.:	Like + d	-	liked	/	/
	Bless + ed	-	blessed	/	/
	Watch + ed	-	watched	/	/

–d / -ed added after the voiceless /t/ or voiced /d/ becomes /id/

E.g.:	Lift + ed	-	lifted	/	/
	Paint + ed	-	painted	/	/
	Avoid + ed	-	avoided	/	/

6. If a word begins with p, t, or k, a half ‘h’ sound called aspiration is added to it above as in

E.g.:	pen /p ^h en/,	take /t ^h eik/,	came /k ^h eim/
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7. The suffix ‘-ment’ is pronounced as /mənt/ as in

E.g.:	treatment	/tri:tmənt/	government	/gʌvənmənt/
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So also, man – in words like postman, Englishman – is pronounced /mən/

8. While transcribing care should be taken to see that 2 symbols /tʃ/ and /dʒ/ should be written together, not separately. If they are written separately, they will refer to different sounds. Especially, when the final sound of a word is /t/ and the initial sound of the following word is /ʃ/, we should write the words separately otherwise there will be confusion.

E.g.:	hat+shop	-	/hætʃɒp/
	light+ship	-	/laɪtʃɪp/
	white+shoes	-	/waɪtʃu:z/

9. The functional words/grammatical words / structural words like articles, prepositions, auxiliary verbs, conjunctions etc., have two forms of pronunciation, namely *strong form* and *weak form*. In rapid speech and conversation, these words are not stressed. Therefore, they have only *weak forms*. They, however, retain their *strong form* when they are stressed or said in isolation.

E.g.:	Word	Strong form	Weak form
	and	/ænd/	/ənd/ or /n/ or /ən/
	but	/bʌt/	/bət/
	shall	/ʃæl/	/ʃəl/
	have	/hæv/	/həv/
	can	/kæn/	/kən/
	to	/tu/	/tə/

10. The definite article 'the' has 2 forms - /ðə/ and /ði/. Before vowels we use /ði/ and before consonants /ðə/ as in

E.g.: (1) The apple /ðiæpl/ The umbrella /ðiʌmbrelə/
But (2) The book /ðəbuk/ The table /ðəteibl/

11. The preposition 'to' has 2 forms - /tu/ and /tə/, /tu/ is used before vowels and /tə/ is used before consonants.

E.g.: (1) to begin - /təbɪɡɪn/
(2) to eat - /tuːt/

12. When we say a phrase like bread and butter, we don't pronounce the connective and in full. Thus, we say /brednbʌtə/. We use the weak form of and here. In a similar way, we pronounce the following weak forms.

E.g.: (1) Mother and child - /mʌdəntʃaɪld/
(2) Such and such - /ʃʌtʃnʃʌtʃ/
(3) So and so - /səʊnsəʊ/

13. 'r' rules – These are 'r' rules:

a) The letter 'r' occurs at the end of the word is not pronounced if the word is in isolation.

E.g.: Car, bar, war, jar, soldier, teacher, warrior

b) The letter 'r' occurs at the beginning of the word is always pronounced.

E.g.: Ravi, Raju, Ring, Road

c) The letter 'r' when it occurs in the middle of the words, is pronounced if a vowel follows it:

E.g.: Tree, green, superior, screw, terror

d) But the letter 'r' when occurs in the middle of the words, is not pronounced if the sound that follows is a consonant.

E.g.: Girl, Cord, Card, Cart, Word

e) It is not pronounced at the end of a sentence. E.g.: She went to the store.

14. Usually, we don't observe any difference between /v/ and /w/. For /v/ let the lower lip touch the upper teeth and for /w/ project and round your lips.

E.g.: Vine - wine
Vast - waste
Vice - wise
Viper - wiper
Van - want

15. While transcribing care must be taken not to use any punctuation marks: capitals, question marks, full stops, commas, colons etc. This is because some of the punctuation marks resemble some phonetic signs. Instead of a period, i.e., full-stop, however, a single slant bar can be used.

E.g.: Mary is a good painter. / /

16. When a running passage is given for transcription, we should begin it with a double bar// and end it with a double bar // also. In between, at the end of every sentence and at the end of every unit of thought a single bar is placed.

Exercise – 1: Phonemic Transcription

that	/ðæt/	always	/ˈɔ:lweɪz/	allow	/əˈlaʊ/
difficult	/ˈdɪfɪkəlt/	next	/nekst/	stand	/stænd/
you	/ju: /	quick	/kwɪk/	idea	/aɪˈdi:ə/
which	/wɪtʃ/	nervous	/ˈnɜ:ʃəs/	character	/ˈkærɪktər/
their	/ðeər/	local	/ˈləʊkəl/	result	/rɪˈzʌlt/
about	/əˈbaʊt/	during	/ˈdjʊərɪŋ/	happen	/ˈhæpən/
photo	/ˈfotəʊ/	although	/ɔ:lˈðəʊ/	friend	/frend/
should	/ʃʊd/	who	/hu:/	carry	/ˈkæri/
people	/ˈpi:pəl/	example	/ɪɡˈzæmpəl/	awful	/ˈɔ:fəl/
also	/ˈɔ:lsəʊ/	rather	/ˈræðər/	early	/ˈɜ:li/
between	/brɪˈtwi:n/	social	/ˈsoʊʃəl/	view	/vjʊ:/
many	/ˈmeni/	write	/raɪt/	himself	/hɪmˈself/
thicker	/ˈθɪkər/	percent	/pərˈsent/	xerox	/ˈzɪərɒks/
children	/tʃɪldrən/	guest	/gest/	report	/rɪˈpɔ:t/
hear	/hɪər/	both	/bəʊθ/	political	/pəˈlɪtɪkəl/
system	/ˈsɪstəm/	every	/ˈevri/	law	/lə:/
group	/gru:p/	month	/mʌnθ/	ghost	/ɡəʊst/
number	/ˈnʌmbər/	important	/ɪmˈpɔ:tənt/	modest	/ˈmɒdɪst/
however	/haʊˈevər/	head	/hed/	person	/ˈpɜ:sən/
another	/əˈnʌðər/	information	/ɪnfərˈmeɪʃən/	once	/wʌns/
again	/əˈɡen/	question	/ˈkwestʃən/	police	/pəˈli:s/
world	/wɜ:ld/	business	/ˈbɪznɪs/	lose	/lu:z/
area	/ˈeəriə/	power	/ˈpaʊər/	position	/pəˈzɪʃən/
psychology	/saɪˈkɒlədʒi/	change	/tʃeɪndʒ/	industry	/ˈɪndəstri/
course	/kɔ:rs/	move	/mu:v/	major	/ˈmeɪdʒər/
company	/ˈkʌmpəni/	book	/bʊk/	build	/bɪld/
under	/ˈʌndər/	development	/dɪˈveləpmənt/	language	/ˈlæŋɡwɪdʒ/
problem	/ˈprɒbləm/	young	/jʌŋ/	international	/ɪntərˈnæʃənəl/

never	/ˈnevər/	national	/ˈnæʃənəl/	else	/els/
service	/ˈsɜːvɪs/	water	/ˈwɔːtər/	yeah	/jeə/
something	/ˈsʌmθɪŋ/	yet	/jet/	center	/ˈsentər/
place	/ˈpleɪs/	perhaps	/pəˈhæps/	enough	/ɪˈnʌf/
point	/ˈpɔɪnt/	until	/ʌnˈtɪl/	calm	/kɑːm/
provide	/prəˈvaɪd/	control	/kənˈtrəʊl/	color	/ˈkʌlə/
large	/lɑːdʒ/	include	/ɪnˈkluːd/	lure	/lʊər/
general	/ˈdʒenərəl/	believe	/bɪˈliːv/	knife	/naɪf/

Exercise – 2: Phonemic Transcription

About	/əˈbaʊt/	Dangerous	/ˈdeɪndʒərəs/	Inside	/ɪnˈsaɪd/
Across	/əˈkrɒs/	Decrease	/dɪˈkriːs/	Island	/ˈaɪlənd/
Alone	/əˈləʊn/	Destroy	/dɪˈstrɔɪ/	Knife	/naɪf/
Anything	/ˈeniθɪŋ/	Different	/ˈdɪfrənt/	Lady	/ˈleɪdi/
Autumn	/ˈɔːtəm/	Education	/edʒuˈkeɪʃn/	Length	/leŋθ/
Below	/bɪˈləʊ/	Equal	/iːkwəl/	Library	/ˈlaɪbrəri/
Beautiful	/ˈbjʊːtɪfl/	Expensive	/ɪkˈspensɪv/	Lonely	/ˈləʊnli/
Border	/ˈbɔːdə(r)/	Female	/ˈfiːmeɪl/	Load	/ləʊd/

Exercise – 3: Orthographic Transcription

/bɪˈtwiːn/	between	/ˈfɪnɪʃ/	finish	/ˈməʊbaɪl/	mobile
/ˈbɜːθdeɪ/	birthday	/ˈfɒrɪst/	forest	/ˈmaʊntən/	mountain
/ˈbrɑːntʃ/	branch	/ˈdʒentlmən/	gentleman	/ˈpəʊst.mən/	postman
/ˈbriːð/	breathe	/ˈɡɑːdn/	garden	/ˈraʊnd/	round
/ˈbraɪt/	bright	/ˈɡeɪm/	game	/ˈsəʊ.fə/	sofa
/ˈkeəfl/	careful	/ˈhɒspɪtl/	hospital	/ˈsəʊʃl/	social
/ˈtʃeɪndʒ/	change	/ˈhʌndrəd/	hundred	/ˈtəʊtl/	total
/ˈtʃɪld/	child	/ˈhaʊnd/	Hound	/ˈvaʊ.tʃər/	voucher
/ˈklaɪm/	climb	/ˈhɒməfəʊn/	homophone	/ˈwaʊ/	wow

Assignment – 1

People		Notebook		Popular	
Manipulate		Eliminate		Anticipate	
Poor		Tour		Door	
Idle		Ointment		Eighteen	
Ice-cream		Sizeable		Siren	

Aim		Shameful		Training	
Join		Chairman		Sincere	
Exam		Exercise		Assignment	
Achieve		Sympathy		Minimum	
Classroom		Projector		Employee	
Inferior		Printer		Thinking	
Paper		Within		Clothing	

Assignment – 2

/rəʊd/		/fəʊn/		/'grəʊɪŋ/	
/saʊnd/		/faʊnd/		/raʊnd/	
/ɪˌlɪmɪˈneɪʃən/		/keɪpəˈbɪlɪti/		/'mæksɪmə/	
/'tekstbʊk/		/sɒft/		/kəˈmɪti/	
/rɪˈspɒnsəbl/		/'mu:vmənt/		/'hæpɪnəs/	
/sɪmˈplɪsɪti/		/'wɪkɪpiːdɪə/		/'haʊski:pər/	
/kəmˈpju:tə /		/'prəʊsesər/		/ɪnˈtelɪdʒənt/	
/'ɪŋɡlɪʃ/		/fəˈnetɪks/		/fəˈni:mɪk/	
/'enɪmi/		/'gæðə/		/bɪni:θ/	
/'trɪp/		/'fi:ld/		/'æktɪvɪti/	

2. Syllable Division

Syllable is a unit of spoken language (usually one full-sound), next higher to a speech sound. Any word is a combination of syllables. Syllable consists of a vowel sound either alone or with one or more consonants, preceding or following it. The structure of a syllable may be described in terms of the following formula – (Cn) + V + (Cn). ‘Cn’ stands for an indefinite number of consonants; ‘V’ stands for a vowel sound; and the brackets indicate that the consonants are not obligatory. Thus, a word like ‘Street’ that has six letters is monosyllabic (ccc+vv+c), whereas a word like ‘Ago’ having three letters is disyllabic (v+c+v). Some more examples are given below for better understanding.

Stay /stei/ ccv	Spate /speit/ ccvc	School /sku:l/ ccvc	Prize /praiz/ ccvc
Spleen /spli:n/ cccvc	Slate /sleit/ ccvc	Scream /skri:m/ cccvc	Teacher /ti:tʃə/ cvcv
Dogs /dɒgz/ cvcc	Tents /tents/ cvccc	Tempts /temptz/ cvcccc	Cats /kæts/ cvcc
Texts /teksts/ cvcccc	Box /bɒks/ cvcc	Bands /bændz/ cvcccc	Cotton /kɒtn/ cvcc
Button /bʌtn/ cvcc	Little /litl/ cvcc	Sleep /sli:p/ ccvc	Tooth /tu:θ/ cvc

So, the criterion for determining the number of syllables in a word is the number of vowel sounds it has, rather than the letters that constitute it. Here it should be borne in mind that a diphthong which is constituted of two vowel elements should be treated as one vowel sound. For example, the word *stay* consists of two consonant sounds and one diphthong, but the word is monosyllabic. The division of syllables in a dictionary is generally shown either by a centered dot or a hyphen. For example, the two syllables of the word *tailor* would be divided into 'tai-lor' and the five syllables of *gentlemanliness* as 'gen-tle-man-li-ness.' Let us look at some more examples:

This is a book. /ðis iz ə buk/

The sentence consists of four words. Let us analyze each word:

The first word this /ðis/ has four letters, three sounds, and one syllable.
The second word is /iz/ has two letters, two sounds, and one syllable
The third word a /ə/ has one letter, one sound, and one syllable
The fourth word book /buk/ has four letters, three sounds, and one syllable

Exercise: Read the following words which are there in the table, divide them into syllables, and write the number of syllables. Some are done for your sake:

E.g.:	Cat	- cat	Monosyllabic (one syllable)
	Pencil	- pen-cil	Disyllabic (two syllables)
	Beautiful	- beau-ti-ful	Trisyllabic (three syllables)
	Application	- a-pi-ca-tion	Four syllables
	Participation	- pa-ti-ci-pa-tion	Five syllables
	Identification	- i-den-ti-fi-ca-tion	Six syllables

Now, try these words:

Electricity	Simplicity	Responsibility	Meditation	Knowledge
Education	Sentence	Relevance	Monitoring	Kinsman
Elimination	Social	Random	Multiplication	Kinetic
Eleventh	Sophisticate	Remember	Manipulate	Kingdom

Write Mono, Di, Tri, and Poly Syllabic Words from the following:

Words	Mono-Syllabic	Di- Syllabic	Tri-Syllabic	Poly-Syllabic
Personality	son	person	personal	personality
Seasonal				
Department				
Apartment				
Appointment				
Government				
Independence				
Imparting				
Forgetfulness				
Disappointment				
Representation				
Discourage				
Disenchantment				
Personification				
Operation				
Importing				

Exercise: Now, you recollect the words you know and try to divide them:

Words	Mono-Syllabic	Di- Syllabic	Tri-Syllabic	Poly-Syllabic

3. Word Accent (or) Stress

Stress (or) Word Accent, in language, is a special stress emphasis or relative force or loudness given to one syllable of a word thereby making that syllable more prominent than the others. The strongest accent is called primary stress and the next most prominent is called secondary stress. In dictionaries the accents are indicated by such symbols as (') for primary or main stress and (ˌ) for secondary stress.

English is a stress language, that is, stress is sometimes used to distinguish meaning. There are a number of disyllabic words in English in which stress or word accent depends upon whether the words are used as nouns/adjectives or as verbs. If these words are used as nouns or adjectives, the accent is on the first syllable and if these are used as verbs, the accent is on the second syllable. A few examples are given below:

Word	Noun (or) Adjective	Verb
Conduct	'Conduct	Con'duct
Object	'Object	Ob'ject
Present	'Present	Pre'sent

There are some rules about which syllable to stress while speaking. But bear in mind that there will be exceptions sometimes.

1. Words with weak prefixes always take the accent on the root or main word or stem.
For example,

a'broad	a'head
a'ttract	be'cause
be'come	be'low
be'neath	co'mplete
re'sist	re'mark

2. Compound nouns/words will have stress on the first or on the second syllable depending on their parts of speech. For instance, if the compound word is a noun, the stress will be on the first syllable. If the compound word is a combination of pronoun + adverb, determiner + noun, adverb + adverb, etc., the stress will be on the second syllable.

Noun + Noun	-	Post + man	- 'postman
		Bus + station	- 'bus-station
		Card + board	- 'cardboard
Noun + Adjective	-	Black + board	- 'blackboard
(becomes Noun)		Grand + mother	- 'grandmother
		Super + market	- 'supermarket
Determiner + Noun	-	Her + self	- her'self

	Them + selves	- them'selves
Pronoun + Adverb -	What + ever	- what'ever
Adverb + Adverb -	When + ever	- when'ever

3. The inflexional suffixes like *-ed*, *-es*, and *-ing* do not affect the accent. For instance,

<i>-ed</i>	recom'mend	recom'mended
	re'late	re'lated
<i>-es</i>	suc'cess	suc'cesses
	com'pose	com'poses
<i>-ing</i>	com'mit	com'mitting
	'reason	'reasoning

4. Words ending in *-ion* take the stress on the penultimate syllable or second syllable from the end. Here are a few examples,

admi'ration	falsifi'cation
appli'cation	combi'nation
deco'ration	prepa'ration
exami'nation	'station

5. Words ending in *-ity* take the accent on the ante-penultimate syllable or the third syllable from the end. For instance,

a'bility	gene'rosity
ca'pacity	magna'nimity
elec'tricity	oppor'tunity
fu'tility	ratio'nality

6. Words ending in *-ic*, *-ical*, *-ically*, *-ious*, *-ial*, and *-ially* take the primary accent on the syllable preceding the suffix. For example,

<i>-ic</i>	apolo'getic	pa'thetic
<i>-ical</i>	bio'logical	psychol'ogical
<i>-ically</i>	'chemically	eco'nomically
<i>-ious</i>	a'trocious	cere'monious
<i>-ial</i>	com'mercial	confi'dential
<i>-ially</i>	cate'gorically	dra'matically

7. Words ending in *-eau*, *-ary*, *-ery*, *-ient*, *-ier*, *-iture*, *-sure*, *-tor*, etc are stressed on the syllable preceding the suffix. For instance,

<i>-eau</i>	'bureau
-------------	---------

-ary	‘contrary	‘binary
-ience	‘audience	
-sure	ex’posure	
-tor	‘sculptor	col’lector

8. The derivational suffixes *–age, –ance, –en, –er, –ess, –ful, –hood, –ice, –ish, –ive, –less, –ly, –ment, –ness, –or, –ship, –ter, –ure*, and *–zen* do not normally affect the accent. For example:

-age	'coverage	'marriage
-ance	ap'pearance	per'formance
-en	'brighten	'lighten
-er	at'tender	cere'monious
-ess	'actress	'authoress
-ful	'beautiful	'colourful
-hood	'childhood	'brotherhood
-ice	'cowardice	
-ish	'feverish	'yellowish
-ive	at'tentive	at'tractive
-less	'mannerless	'useless
-ly	'certainly	'cleverly
-ment	enter'tainment	in'volvement
-ness	'bitterness	'loveliness
-or	'actor	col'lector
-ship	'scholarship	'authorship
-ter	'laughter	
-ure	'pressure	‘furniture
-zen	'citizen	

9. Words with the monosyllabic suffixes / endings like *–aire, –ee, –een, –eer, –ese, –esque, –ique, –oo*, and *–oon* are always stressed on the suffix/ending.

-aire	million'naire	
-ee	emplo'yee	
-een	can'teen	
-eer	engi'neer	
-ese	Bur'mese	
-esque	pictu'resque	
-ique	bou'tique	cri'tique
-oo	kanga'roo	bam'boo
-oon	panta'loons	sa'loon

10. Words ending in *-cracy*, *-gamy*, *-graphy*, *-gyny*, *-metry*, *-logy*, *-nomy*, *-phony*, *-scopy*, and *-sophy* receive the stress on the syllable preceding the endings.

<i>-cracy</i>	de'mocracy
<i>-gamy</i>	'bigamy
<i>-graphy</i>	bi'ography
<i>-gyny</i>	mi'sogyny
<i>-metry</i>	ge'ometry
<i>-logy</i>	bi'ology
<i>-nomy</i>	e'conomy
<i>-phony</i>	te'lephony
<i>-scopy</i>	mi'croscopy
<i>-sophy</i>	phi'losophy

4. Intonation

When people speak, they do not speak in monotone. Their speech keeps on varying from one level to another level. Sometimes, the speech goes up and at other times it falls down. Such variation in tone is referred as 'Intonation' or 'Pitch'.

A pitch variation or change always takes place on the most important word of the sentence. In connected speech, the voice pitch will be continuously rising and falling. This difference in pitch creates differences in meaning.

Functions of Intonation: Intonation is an important element in spoken languages. It has the following functions in English pronunciation.

- a) **Grammatical Function:** Intonation helps to identify grammatical structure in speech, performing a role similar to punctuation. It indicates the type of utterance said by the speaker (i.e., whether it is a question/a statement, a command/a request).

E.g.: When we say the sentence 'close the door' with a falling pitch on the word 'door,' we are giving a definite command. But, if there is a rise in the pitch on the same word, the sense becomes one of the polite requests.

- b) **Attitudinal Function:** Intonation shows the attitudes, the mood and the emotions of the speaker – whether he is bored, annoyed, interested, polite, sarcastic, surprise, reserve, impatience, delight, shock, anger, etc.

E.g.: The examples given below are sentences in isolation. It should be remembered that the attitude conveyed by intonation would have to be interpreted within a given context.

1. 'When can you `come?

2. 'When can you ,come?

When a Wh-question is said with a falling tone it means that the speaker is saying it in a matter of-fact (unemotional) manner. It is neither polite nor impolite. When it is said with the rising tone, on the other hand, it expresses politeness, even deference (behaviour that shows one's respect on others).

- c) **Accental Function:** Intonation enables the speaker to make any part of his/her utterance prominent according to the meaning s/he intends/wishes to convey.

E.g.: Let us look at the following sentences.

X: They 'told me at the station that the 'train leaves at `seven.

Y: 'Who told you this?

Xa: The 'man at the en'quiry office told me.

In the sentence 'X', the entire information being 'new' the tonic is placed on the important words station and seven in the two-tone groups. In sentence 'Y', 'Who' carries the tonic and becomes the focus of information told and this are already given. In sentence 'Xa' it is enquiry, which conveys the new information and hence receives accental prominence. (*man*, *office*, and *told* only refer back to, or repeat, what has already been said.)





The Form of Intonation: The form of intonation deals with the way of intonation is used in connected speech. There are three factors to be considered before one can use intonation in English in connected speech effectively. They are:

1. **Tone Groups:** The division of an utterance into groups called tone groups. They are also called as breath groups, or sense groups. For example, the sentence, "I met a few boys" will be said as one group. On the other hand, the sentence, "When I went to Switzerland, it was spring there" has two tone groups.
2. **Tonic Syllable:** After dividing the utterances into tone groups, we have to decide the choice of the nucleus or the tonic syllable in each group. In other words, we have to fix the nucleus. A pitch change often takes place in that syllable which the speaker wants to make the most prominent.

E.g.: I hate `coffee. (I may like tea)

I `hate coffee. (and I'm insisting on my taste)

`I hate coffee. (my wife likes it)

3. **The Choice of the Tone:** In English there are four types of intonations. They are:
 - a) The Falling Tone ()
 - b) The Rising Tone ()
 - c) The Falling-Rising Tone ()
 - d) The Rising-Falling Tone ()

- a) **The Falling Tone:** It is used in unemotional straight forward statements. It starts on a fairly high note and dies deep down at the end of the statement. Falling intonation generally denotes finality. It is represented by a falling arrow (↘).

S. No.	Type of Sentences	Examples
1.	Simple Statements	1. I am reading a book. 2. She is in the ground. 3. He is a lovely boy.
2.	Questions with Neutral tone	1. What is your name? 2. Do you like this? 3. Where is my mobile?
3.	Question Tags expressing some truth	1. She is looking gorgeous, isn't she? 2. This is a wonderful picture, isn't this? 3. It is a message-oriented movie, isn't it?
4.	Exclamatory Sentences	1. How beautiful the scenery is! 2. Oh, what an interesting story it is! 3. How artistic the painting is!
5.	Simple Commands / Requests	1. Close the door. 2. Open your books. 3. Put on the light.
6.	Greetings / Wishes	1. Good morning. 2. Many more happy returns of the day. 3. Have a nice day.

- b) **The Rising Tone:** Here we start speaking with a low pitch of voice and then the voice goes up. The pitch of the voice rises on the most important syllable of a word. It is represented by a rising arrow (↗). It is used to show a personal reaction to a situation, curiosity, enthusiasm, sympathy and implication or reservation in mind.

S. No.	Type of Sentences	Examples
1.	Statements showing surprise / doubt / protest	1. You did this work. 2. Politicians are the real Gods. 3. Intonation is very easy.
2.	Questions asked purposefully	1. Would you like some coffee or tea? 2. Are you feeling better? 3. Where are you going?
3.	Question Tags with uncertainty	1. He is the best cricket player, isn't he? 2. I can't help him, can I? 3. She is a Corona patient, isn't she?

4.	Incomplete Sentences	1. If she goes to Mumbai, 2. If you work hard, 3. When I reached home,
5.	Yes / No Questions	1. Will you come with me? 2. Can you do this work for me? 3. Was he there when you went to his house?
6.	Requests / Invitations	1. Put off the light please. 2. Pass me the salt please. 3. May I enter the room please.
7.	Monosyllabic Words	1. Yes. 2. No. 3. Why?

Unit – III: Grammar

1. Concord

Just as the subject nouns or pronouns have singular and plural number, verbs also have singular and plural forms. In a sentence, the verb should agree with its subject in number and person, i.e., it must be the same number and person as its subject. When the subject is in the singular, the verb must also be in the singular; and when the subject is in the plural, the verb must be in the plural.

S. No.	Singular subject and singular verb	S. No.	Plural subject and plural verb
1.	<u>He is</u> reading. (S) (V)	1.	<u>They are</u> reading. (S) (V)
2.	<u>She sings.</u> (S) (V)	2.	<u>They sing.</u> (S) (V)
3.	<u>John has</u> a car. (S) (V)	3.	<u>John and Mary have</u> cart. (S) (V)

It will be useful to remember the following Concord rules. Read them carefully.

- The verb must agree with its subject in number and person.

I look
We look } I person

You look – II person

He looks
She looks
It looks
They look } III person

- If the subject is singular, the verb must be singular.

The cow is white.

He goes to college.

- If the subject is plural, the verb must be plural.

The cows are white.

They go to college.

- Two or more singular subjects connected by 'and' take a verb in the plural.

Suresh and Siva are working in our factory.

He and I have discussed the problem.

- When the subjects joined by 'or' / 'nor' are of different numbers, the singular must be placed first and the plural next (that is before the verb). The verb must be plural.

Rama or her friends are responsible for this.

Neither the principal nor the lecturers were there.

Either the doctor or the patients have to be here.

6. When the subjects joined by 'or/nor' are of different persons, the verb agrees in person with the one nearest to it.
Either he or I am to blame.
Neither you nor she is responsible for it.
7. Some nouns appear to be plural in form but singular in meaning. Such nouns take a singular verb.
Mathematics is her favourite subject.
The news is too good to be true.
8. Words joined to a singular subject by 'along with', 'as well as', 'in addition to' 'together with' or 'with' take a singular verb.
Siva along with his friends is at the playground.
Rajani as well as her sister likes sweets.
Her pay in addition to the allowances was paid.
RangaRao together with his friend was arrested for cheating an actor.
Mallik with his classmates has attended the function.
9. When the subject of the verb is a relative pronoun, the verb agrees in number and person with the antecedent of the relative pronoun.
I, who am your friend, shall solve your problem.
She, who is my enemy, always criticizes me.
One of the books which have been missing in the library is in his house.
10. If two subjects express one idea, the verb shall be in the singular.
Slow and steady wins the race.
Time and tide waits for none.
Early to bed and early to rise makes a man healthy.
11. If two singular subjects are preceded by 'each' or 'every' and connected by 'and', the verb shall be in the singular.
Each hour and each day reminds us of our duty.
Every man and every woman has the right to vote.
12. When the subject of a sentence is 'there', (dummy subject) the verb agrees with the noun that follows the verb.
There was a king called Rama in Ayodhya.
There is a book on the table.
There are ten girls in the class.
There were ten rooms in that house.
13. Phrases which express 'an amount', 'a period of time,' 'a quantity' or a 'unit' take a singular verb.
Two hundred rupees was paid for the taxi.
Three months in prison was the punishment given to Soapy.
Two miles is not a long distance.
Five kilos of rice is needed.

Note: If the quantity is treated as separate units, the subject takes a plural verb.

Two thousand rupees were paid to the workers.

Ten acres of land were distributed to the poor in our village.

14. Phrases which are names of books, organizations or countries take a singular verb.

“The Three Musketeers” is an interesting book.

The Bharat Scouts is a well-known organization.

The United States of America is a rich country.

15. A collective noun takes singular verb when the collection refers to one unit.

The committee has taken the decision unanimously.

The majority is in favour of the bill.

Note: If the collection refers to individuals, the plural verb is used.

The committee are divided on the issue.

The crew were taken prisoners.

16. If two nouns refer to the same person or thing, the verb must be singular. The article is used only once.

The secretary and correspondent is no more.

By the death of Krishnan, a great philosopher and patriot was lost to India.

Her pet and companion is her little dog.

Note: If two nouns refer to different persons or things, the verb must be plural. The article is used before each noun.

The secretary and the correspondent are no more.

The clerk and the typist are on leave.

17. Words like ‘majority’ ‘lot’ etc., are singular. They take a plural verb because each subject taken as a whole is plural in meaning.

A lot of trees have been cut in this forest.

A large number of students have passed in our institutions.

18. When subjects differing in number or person are connected by ‘and’, the verb must be plural.

She and I are classmates.

You and he are expected to do your duty.

19. The following words are plural and they take verbs in the plural number: a few, both, many, several

A few of us know French well.

Both are interesting novels.

Many are invited to the party.

Several have passed in the test.

20. ‘All’, ‘Most’ and ‘Some’ take a singular verb if they stand for uncountable nouns and plural verb if they stand for countable nouns.

All has been sold. (uncountable)

All have passed. (countable)

Most of the money was saved. (uncountable)
Most of the students have gone home. (countable)

21. Mathematical statements take a singular verb.

Five times four is twenty.
Twenty minus five is fifteen.

22. Words such as spectacles, glasses, tongs, binoculars, gloves, shoes and scissors are regarded as plural and require plural verbs. They are called pair nouns.

My spectacles are in my pocket.
My pants are torn.

23. If these words are preceded by the phrase 'pair of' the word 'pair' becomes the subject.

A pair of trousers is found in the cupboard.

24. Some words end in 's' and appear to be plural but they are really singular and require singular verbs. These are the words: Measles, news, mumps, billiards, gallows, innings and subjects like phonetics, politics, ethics, economics, and other words like barracks, and diseases like AIDS, rickets etc.

Measles is an infectious disease.
The news from the desk is bad.

25. Phrases like 'half of', 'a part of', 'a percentage of', 'a majority of' are sometimes singular and sometimes plural depending on the meaning.

One-third of the seats are reserved for women.
A large part of the army is placed at the border.

26. If a compound subject consists of one negative and one positive subject and one is plural and the other is singular, the verb should agree with the positive subject.

It is the subjects not the principal who elect their leaders.
It was the minister, not the member that has raised the issue.

27. An indefinite pronoun 'none' can be either singular or plural and it often doesn't matter whether you use a singular or plural verb unless something else determines its number.

None of the students have come.
None of the computers are working.

28. 'Each' is always followed by a prepositional phrase ending in a plural word.

Each of the cars is well designed by the company
Each of the students is responsible for keeping the classroom clean.

29. 'D'not' is used for plural subjects and 'does not' for singular subjects.

I do not agree with you.
He does not like tea.

30. 'Did' is the past tense form of 'do' and 'does' and is used for all subjects both singular and plural.
They did not agree to the proposal.
Raman did not inform his parents that he was going to be late.
31. Collective Nouns like equipment, machinery, stationery, scenery, baggage, luggage, furniture, clothing are singular nouns and take the Singular Verb.
The equipment was imported from the U.K.
32. Some Nouns like people, police, cattle, clergy, poultry, three-dozen are Singular in form but Plural in meaning. They take the Plural Verb.
The cattle are returning home.
33. In mathematical statements the rule is singular for plural subject with 'and'
Two and two is four. (or Two and Two are four).
Two and two makes four (or Two and two make four)
But
Five plus three is eight.
Three times four is twelve.
Six minutes two is four
34. All in the sense of 'everything', 'the whole of' takes a singular verb: 'All that glitters is not gold.' All the food has been eaten.
In the sense of 'everyone'. All takes a plural verb.
All the dogs were barking furiously.
35. What, which, and who, used interrogatively are followed by the singular or the plural of the verb according to the speaker's intention:
What is your name? What are your reasons?
Which of the books is/are yours? Who was/were with him?
36. Though more than one is notionally plural, it takes a singular verb:
'More than one person is involved in this.'
37. The great/greatest part is singular when it refers to amount of quantity, plural when to number. The verb is used according to the context:
The greater part of the land is uncultivated.
The greater part of the apples are bad.
38. In the case of specifications of sums of money, the singular generally refers to the amount, the plural to the coins, etc., concerned:
Here is five shillings (amount).
Here are five rupees (coins).
39. In formal style lot and lots present no agreement problem, since they are connected with singular and plural nouns respectively:
A lot of money was needed.
There were lots of people.

But in colloquial speech this does not apply, and here the phrases take the singular of the verb with uncountable, and the plural with countables.

There was heaps of fun.

There was lots of fun.

There were lots of people.

There is heaps more to say on this question.

There are heaps of books on the subject.

40. If a fraction – half, a quarter, two-thirds, ten per cent, etc., is related to a singular noun, it takes a singular verb. If it is related to a plural noun, it takes a plural, verb:

Half of the land is cultivated.

Half of the apples are bad.

Assignment - 1:

Fill in the blanks with the appropriate verb forms, use auxiliary verbs if necessary (based on public model).

1. The crowd _____ fighting among themselves. (be)
2. Economics _____ not an easy subject. (be)
3. 'Pride and Prejudice' _____ written by Jane Austen. (be)
4. The best innings of the match _____ by Sachin. (play)
5. Politics _____ one of the subjects taught at college. (be)
6. The United Nations now _____ of nearly two hundred members (consists)
7. The audience _____ to get up when the chief guest started his speech. (began)
8. Thirty rupees _____ enough for the auto fare. (be)
9. Many people say that measles _____ dangerous. (be)
10. The tailor says that three metres _____ for the suit. (need)

Answers:

- | | | | | |
|-------------------|-----------|--------|----------------|-----------|
| (1) is | (2) is | (3) is | (4) are played | (5) is |
| (6) is consisting | (7) begin | (8) is | (9) is | (10) need |

Assignment-II: Correct the following sentences.

1. The news were broadcast by All India Radio.
2. Physics are an interesting subject.
3. My friend and philosopher are now here.
4. Bread and butter are her only food.
5. The crew were not large.
6. Five miles of this road needs repair.
7. The team were practicing hard in the stadium.
8. Neither he nor I were invited to dinner.
9. These spectacles belongs to me.
10. Many a wise man say so.

11. Vimala or Kamala are sure to be in the party.
12. Either the principal or the correspondent have to read the college report.
13. Neither you nor I are wrong.
14. The quality of the grapes are good.
15. The cow and the calf were the symbol of our party.

Answers:

- (1) was (2) is (3) is (4) is (5) was (6) need (7) was
(8) was (9) belong (10) says (11) is (12) has (13) am (14) is
(15) was

2. Articles:

A, **an**, and **the** are the three monosyllabic words that are usually called ‘**Articles**’. They are the forms of Demonstrative adjectives that modify ‘a noun’ like ‘an adjective’ which qualifies ‘a noun’.

Articles are of two types namely **Indefinite** and **Definite** article. **A** and **An** are ‘indefinite articles’. They are used when we do not specify or point out which particular person or thing we are referring to. For instance,

A man. (may mean ‘any man’)
He said that he would eat *an* orange. (any orange – not definite)

The is ‘a definite article’ because it is used to refer or point out a particular person or thing. For example,

The person who cut the cake is the Principal. (Particular man – Principal)

Sometimes ‘**A**’ is considered as a mild form of ‘any’. Similarly, ‘the’ is a mild form of ‘this, these, that, and those’. Have a glance at the following sentences:

I have <i>one</i> book and <i>one</i> pen.	I have <i>a</i> book and <i>a</i> pen.
Keep <i>this</i> pen with you.	Keep <i>the</i> pen with you.
Bring <i>those</i> files here.	Bring <i>the</i> files here.

Use of the Indefinite Article ‘A’

- ✓ With singular common nouns beginning with **consonants** (including ‘**y**’ and ‘**h**’ when it is pronounced). E.g.: *a* boy, *a* drama, *a* year, *a* yellow, *a* historical novel
- ✓ With a vowel letter having *a consonant sound*.
 - i) Words which begin with a ‘**y**’ sound. E.g.: *a* university, *a* eve, *a* European
 - ii) Words which begin with a ‘**w**’ sound. E.g.: *a* one-rupee coin, *a* one-man army

Uses of Indefinite article ‘an’:

- With words beginning with vowel sounds. **E.g.:** an action, an arm-chair, an Indian, an umbrella.
- With abbreviations beginning with a vowel sound. **E.g.:** an MP, an MLA, an SDO

→ Words beginning with silent 'h'. **E.g.:** an hour, an honour, an honest man.

Some other uses of the Indefinite Article 'A' and 'An':

1. In the numerical sense of 'one'.

E.g.: Please give me *a* mango. (one)

Raju gave me *a* hundred-rupee note. (one)

2. Occasionally in the sense of 'any' or 'a single'.

E.g.: People should not speak *a* word in emotions.

A child generally likes to play.

3. In the vague sense of 'a certain'.

E.g.: There was *a* doctor in the hospital.

A boy came for you this morning.

4. In the sense of 'every'.

E.g.: Altaf gets a salary of Rs.10,00/- *a* month.

Basketball's cost Rs.4,000/- *a* dozen.

5. Occasionally used before a proper noun to make it a common noun.

E.g.: He is *a* Shakespeare. (an inspired dramatist)

You are *a* Bill Gates. (a millionaire)

6. Before a singular noun to make the latter represent a whole class.

E.g.: *A* dog is faithful to his master. (All dogs)

A parrot can repeat what you say. (All parrots)

(Note: This use is similar to that of the Definite Article for the same purpose.

Compare 'The dog is faithful to his Master'.)

7. Used after 'such' which is applied to countable singular nouns.

E.g.: Asif is such *a* fool.

It is such *an* honour.

8. Before a phrase to describe something/somebody.

E.g.: Bangalore is *a* beautiful city.

The two of them made *a* handsome couple.

9. To classify or say something what kind of a thing is it.

E.g.: *As You Like It* is *a* romantic comedy.

"Ode to Skylark" is *an* ode.

10. To say what somebody's job is.

E.g.: Rohan is *a* detective.

Raju's sister is *an* Engineer.

11. Idiomatically with few and little. 'A few' and 'a little' mean 'not many' and 'not much' while 'few' and 'little' denote negative meaning 'scarcity' or 'lack'.

E.g.: There is *a little* water in the bottle. You can have it. (some water)
There are *a few* articles in the library on this topic. (some articles)

12. A is used after many, quite, such. **E.g.:** many a flower, quite a stranger

Uses of the Definite Article ‘The’:

1. To denote a particular person or thing already mentioned.
E.g.: *The* girl who got the first rank is my daughter.
The person who cut the cake is the college principle.
2. To represent a whole class.
E.g.: *The* rose is a lovely flower.
The camel is the ship of the desert.
3. Before names of rivers, gulfs, seas, oceans, canals, group of islands, group of countries, mountain-ranges, newspapers, musical instruments, inhabitants, important events
E.g.: *The* Ganges, *the* Persian Gulf, *The* Dead Sea, *the* Indian Ocean, *the* violin, *the* Indians, *the* French Revolution, *the* United Kingdom, *the* Andaman and Nicobar, *the* Islands, *the* Himalayas, *the* Times of India, *the* flute, *the* Suez Canal.
4. Before the names of certain well-known books.
E.g.: *The* Holy Bible, *the* Quran, *the* Ramayana, *the* Iliad.
5. Before an adjective in the Superlative Degree.
E.g.: Spring is *the* best time for reading.
Rani is *the* tallest girl in the class.
6. Before a proper noun only when it is used as an adjective.
E.g.: Kalidasa is *the* Shakespeare of India.
Einstein is *the* Newton of our age.
7. To refer common nouns (singular and plural) that are unique in the sense.
E.g.: *The* sun, *the* earth, *the* moon, *the* sky, *the* scriptures, *the* West Indies.
8. Before adjectives to represent a class of person.
E.g.: *The* rich (rich people) must help *the* poor (poor people).
The educated should teach *the* illiterate.
9. As an adverb with comparatives.
E.g.: *The* more they speak, *the* less they understand.
The harder you work, *the* greater are your chances of success.
10. Before the epithet attached to a personal proper name.
E.g.: Alexander, *the* great. Edward, *the* eighth.
11. Before surnames.
E.g.: I have been invited by *the* Chowdary's. *The* Birlas. *The* Tatas.

Omission of the Articles:

1. Before the two common nouns man and woman.
E.g.: Man is mortal.
 Woman is man's mate.
 Science tries to discover the laws of nature.
2. Before common nouns used in their widest sense.
E.g.: She is not that type of woman.
 What kind of fruit is this?
3. Before names of materials.
E.g.: Gold is a very precious metal.
 Wool is imported to India.
4. Before titles coming before proper nouns.
E.g.: Shakespeare was a great dramatist.
 Hitler was a ruthless dictator.
5. Before abstract nouns.
E.g.: Honesty is the best policy.
 Knowledge is divine.
6. Before languages.
E.g.: We speak English.
 Latin is a dead language.
7. Before names of relations, father, mother, aunt, uncle.
E.g.: Uncle is leaving for Bombay.
 Mother is getting ready to go to Chennai.

Cases where Articles should not be used:

1. Before plural nouns when they are used in a general sense.
E.g.: Books are the best companies for young minds.
 Birds of a feather flock together.
2. Before titles used in opposition to a proper noun, or as the complement of a subject.
E.g.: Solomon, son of David, was the wisest of monarchs.
 Surjith Singh Barnala was elected President of India.

Exercise - 1: Fill in the blanks in the sentences with 'a,' 'an,' and 'the':

- a. _____ peacock is in danger of extinction.
- b. Could you get me _____ kilogram of tea, please?
- c. There is _____ European and _____ Eskimo among the tourists.
- d. _____ Sally I know lives in Bhubaneswar.
- e. Sajita found _____ wallet on her way home. She took _____ wallet to the police station.
- f. We must work to save _____ tigers from becoming extinct.
- g. Have you had _____ breakfast?
- h. You must reach _____ school before 9 a.m.

- i. It is _____ beautiful sight to see _____ Brahmaputra in the rainy season.
- j. This is a painting of _____ Western Ghats, and that is a photograph of _____ Mahabaleshwar peak.
- k. Mary will go to _____ school when she is three.
- l. Our library has three copies of _____ Mahabharata.

Answers:

- | | | | | |
|--------|--------|----------|--------|-----------|
| a. The | b. a | c. a, an | d. The | e. a, the |
| f. the | g. – | h. the | i. a | j. – |
| k. the | l. the | | | |

Exercise – 2: Correct errors in the use of Articles in the following sentences.

- a. The oranges and lemons are citrus fruits.
- b. Asif is going to visit the Oxford University.
- c. The elephants and the lions are found in India.
- d. Have you been to Nilgiris hills?
- e. History is not really Lisa's favourite subject, but she finds the history of the Greek fascinating.
- f. You can take Mumbai Express to Pune.
- g. The children have been sent to the bed.
- h. Gold you buy here is of excellent quality.
- i. Manoj heard a old tale about an unicorn.
- j. Philosophy discussed in this book is very difficult to understand.

Answers:

- a. The oranges and the lemons are citrus fruits.
- b. Asif is going to visit Oxford University.
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- e. History is not really Lisa's favourite subject, but she finds the history of the Greeks fascinating.
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- g. The children have been sent to bed.
- h. The gold you buy here is of excellent quality.
- i. Manoj heard an old tale about a unicorn.
- j. The philosophy discussed in this book is very difficult to understand.

Exercise – 3: Fill up the blanks with suitable articles (a, an, and the).

1. Hyderabad is _____ capital of Andhra Pradesh.
2. Raju is studying in _____ University.
3. _____ sun rises in _____ East.
4. Sachin is _____ best cricketer in the world.
5. One should help _____ poor.
6. Nowadays _____ teachers are in _____ hurry to complete the syllabus.
7. Copper is _____ useful material.

8. _____ mangoes are expensive today.
9. Jerusalem is _____ historical place.
10. Kamal is not _____ honest man.
11. _____ umbrella is of no in a thunderstorm.
12. I met him _____ year ago.
13. _____ more your work, _____ more you become success.
14. Please give me _____ one-rupee note.
15. Jeevan wrote _____ article for _____ Deccan Chronicle last month.

Answers:

- (1) the (2) a (3) the, the (4) the (5) the (6) the, a (7) a
(8) the (9) a (10) an (11) an (12) a (13) the, the (14) a
(15) an, the

3. Prepositions

Our English is judged by the prepositions we use. Prepositions are key words in sentences. They like articles, are structural words. To know them in detail has many difficulties, since many prepositions function in different ways. Certain verbs and adjectives take preposition after them. They are also used to serve a variety of purposes as adverbs, as conjunctions, and as nominalized phrases. They are small words and occur as single words or groups before a noun, a pronoun or a gerund. Sometimes they are separated from their object and occur at end position. They pose a problem to the foreign learners and need a careful observation and practice.

Preposition: It is a word placed before a noun or pronoun to show its relation to some other word in the sentence.

E.g.: The pen on the table.
 She is in the house.

Position of prepositions:

1. A preposition is usually placed before the noun or the noun phrase it governs.
E.g.: He is in the room.
 They are at the market.
2. A preposition is placed after the infinitive.
E.g.: This is a good pen to write with.
 This is a good hotel to stay at.
3. A preposition can occur at the end of a relative clause or question.
E.g.: This is the book that I asked for.
 What is she looking at?

4. Sometimes prepositions can be placed at the beginning of some questions.
E.g.: With whom did he go to the market?
For which bus are you waiting?
5. When the indirect object comes after the direct object, a preposition is placed before the indirect object.
E.g.: I sent a present to my brother.
Note: present — direct object
to — preposition
my brother — indirect object
6. When the indirect object comes before the direct object, a preposition is not necessary.
E.g.: I sent my brother a present.
He lent me some money.

Objects of Prepositions:

1. Nouns as objects
E.g.: There is a book on the table.
The boys are playing in the garden.
2. Infinitives as objects
E.g.: The match is about to start.
The chief guest is about to begin his speech.
3. Gerunds as objects
E.g.: She is fond of reading novels.
He is good at hunting.
4. Adverbs and adverbial phrases as objects
E.g.: The train starts from here.
I waited for some time.
He was here till a few minutes ago.
5. A clause as object
E.g.: Listen to what I say.
This is the book about which he was telling us yesterday.

Classification:

Prepositions express a wide range of meaning and the same preposition performs quite a few functions. But we can define some of the relations indicated by them.

- (a) Time
- (b) Place
- (c) Agency and Instrumentality
- (d) Motion and Direction
- (e) Possession
- (f) Cause, Reason and Purpose

(a) Prepositions of Time:

at	He gets up <u>at</u> five 'O' clock.
on	I will come <u>on</u> Sunday.
in	You can meet the officer <u>in</u> the evening.
during	Boys are happy <u>during</u> holidays.
for	He has been working here <u>for</u> five years.
by	Submit your application <u>by</u> next Monday.
before	Post this letter <u>before</u> 5 'O' clock.
within	You must pay the fees <u>within</u> a week.
since	He has been ready <u>since</u> morning.
till	You have time <u>till</u> Tuesday.
after	He left for Madras <u>after</u> his father's death.

(b) Prepositions of Place:

at	I met him <u>at</u> the market.
in	John lived <u>in</u> New York.
on	London is <u>on</u> the Thames.
beside	She sat <u>beside</u> me.
by	He stood <u>by</u> the temple.
against	He was learning <u>against</u> the wall.
between	Copal stood <u>between</u> Hari and Ramu
up	He climbed <u>up</u> the ladder.
towards	He traveled <u>towards</u> Madras.
over	He held the umbrella <u>over</u> his head.

(c) Prepositions of Agency and Instrumentality:

by	He sent the parcel <u>by</u> post. The thief was arrested <u>by</u> the police.
with	He felled the tree <u>with</u> an axe.
through	He heard the news <u>through</u> a friend.

(d) Prepositions of Motion and Direction:

into	She came <u>into</u> the room.
out of	He walked <u>out</u> of the room.
about	The tourist went <u>about</u> the city
round	The earth moves <u>round</u> the sun.
to	He is going <u>to</u> Madras.

(e) Prepositions of Possession:

by	There was no money <u>by</u> her.
with	I saw a boy <u>with</u> red hair.
of	He is the king <u>of</u> Persia.

(f) Prepositions of Cause, Reason and Purpose:

for	He worked <u>for</u> the good of humanity. He took medicine <u>for</u> a cold.
from	She suffers <u>from</u> fever.
of	He died <u>of</u> cholera.
through	He lost his money <u>through</u> negligence

Use of certain Compound Prepositions:

Towards: Towards means in the direction of but not necessarily reaching a place.

He walked towards the bus stand.

(It means he walked in the direction of the bus stand)

Along: Along means in the direction of or the length of

He walked along the road.

Against: Against denotes opposition of some kind.

One should not act against the orders.

Beyond: Beyond means out of

This is beyond my understanding.

Through: Through denotes across the interior of anything.

She has passed through many troubles.

That is the mountain through which a tunnel is being bored.

Than: Than is usually a conjunction but it is sometimes used as a preposition.

He does not accept less than five hundred rupees for his radio.

I speak of Milton than whom there is no one greater as an epic poet.

But: But is a conjunction. When used as a preposition it means 'except'.

None but the brave deserves the fair.

He solved all the problems but one.

Across: Movement from one side of a line or surface to the other.

E.g.: We walked across the road. He drew a line across the map.

Within: Before the end of a certain period.

E.g.: Within two days. Within a month etc.

Till/Until: to mark the end of a period.

E.g.: I shall be here till 8 A.M. He will not come home till 9 P.M.

During: Event through something from the beginning to end.

E.g.: a noise during the night.

About: relates to the subject matter of thought, speech, feeling etc. The common verbs are argue, complain, joke, speak, worry, boast, dream, quarrel, talk, writer, and adjectives angry, anxious, happy, excited etc.

E.g.: They are arguing about art.
We are happy about the result.
Don't worry about health.

As: relates to the function which something performs or the role it plays.

E.g.: As a lawyer, he is a flop.

Over: is used in the sense of about.

E.g.: The three sisters quarrelled over the division of property.
It is used in the sense of Above.

E.g.: The plane flew over the building.

After: In the sense of later in time than

E.g.: The guests sang songs after the dinner.
In the sense of resemble.

E.g.: She takes after her father.

Above: 'Above' is used in the sense of

- a) higher than - above the clouds, above a captain
- b) more than - above all, above life

Against: 'Against' is used to indicate

- a) opposition: against the proposal, against time
- b) support: against the wall, against the tree

Amidst: Amidst means in the middle of and it indicates quality.

He entered the town amidst great joy.

Amidst great pleasure he received his prodigal son.

Around: 'Around' is used in the sense of 'on every side' all around, around a lot

Before: 'Before' is used in the sense of

- a) earlier than - before Monday, the year before last
- b) in front of (with reference to order or arrangement)
April comes before May. Her name comes before yours.

Behind: 'Behind' is used in the sense of

- (a) to the rear of / hidden
behind a tree, behind the clouds
- (b) not having made so much progress as others'
behind other students, behind her neighbours
- (c) remaining after leaving a place / death
debts behind him, destruction behind it.

Below: 'Below' is used in the sense of

- a) lower than - below the knees, below the horizon

b) unworthy of (replacement by beneath) - below the dignity

Beyond: 'Beyond' is used in the sense of

- a) the farther side of (distance)
beyond the bridge, beyond the state boundary
- b) later than (time)
beyond nine, beyond the present
- c) out of reach of (exceeding)
beyond all our hopes, beyond all praise

Off: 'Off' is used in the sense of 'away from'

Fall off a tree. A lane off the main road.

Out: 'out' is used in the sense of 'away from'

out of date, out of town, out of fashion, out of control

Outside: 'outside' is used in the sense of

- a) at - outside the house, outside the compound
- b) beyond the limits of - outside the evidence, outside his office work

Till (until): 'Till / until' is used to refer to 'upto the time',

Till ten, until ten

Under: Represents vertically below

The book is under the table. He sat under a tree.

Up: 'Up' is used to indicate 'to a higher place'

up the mountain, up the road.

Without: 'Without' is used in the sense of 'not having' or 'free from'

without ticket, without being caught

Prepositions often confused

By, with: 'By' is used to indicate the agent of an action; 'with' indicates the instrument. E.g.: The tree was cut by him with an axe.

In, Into: 'In' signifies that something is within something else. 'Into' signifies motion or direction to a point. E.g.: 1) He jumped into the well. 2) The frog lived in the well.

Beside, besides: 'Beside' means by the side of. E.g.: He sat beside his friend.
'Besides' means in addition to. E.g.: He has many problems besides this.

Between, among

'Between' is used when we refer to two persons or things.

I stood between John and Smith

'Among' is used when we refer to more than two persons or things.

The boys quarreled among themselves.

For, Since: 'For' is used for a period of time.

He has been waiting for three hours.

'Since' is used for a point in time.

He has been waiting since seven O' clock.

From Since

'From' is used for both time and place. It can indicate time in both past and future.

He came from the college (place)

He waited here from 8 'O' clock to 10 'O' clock. (time)

'Since' is used to indicate a time from the past, till now. It is used with the perfect tense and the perfect continuous tense.

He has been working here since 1980.

In – At

'In' is used before cities, states, countries, continents and large areas.

'At' is used before villages and small towns.

at Tambaram in Madras at Uppal in Hyderabad

In – Within

'In' refers to 'at the end of the time'

'Within' refers to 'before the end of the time'

in an hour within an hour

in ten days within ten days

Till – To: 'Till' is used to indicate 'time'. 'To' is used to refer to 'place'

till Monday

to the park

till then

to the end of the street

Exercise – 1: Fill in the blanks in the following sentences with suitable prepositions.

- The bat is _____ the top rack _____ the cupboard.
- They are sorry _____ having disturbed you.
- The woman _____ the car is my neighbour.
- Did you read the article _____ the applications _____ biotechnology?
- Shikha spent a day _____ her aunt _____ Begumpet _____ Hyderabad.
- The baby slept peacefully _____ the telephone rang.
- _____ the bandh, people went out to work.
- Rini was angry _____ Simon and spoke harshly _____ him.
- The building is deserted _____ pigeons and mice.
- His clients are happy _____ Mani's work.

Answers:

- | | | | | |
|-----------|-----------|-------|-----------|-----------------|
| a. at | b. for | c. in | d. on, of | e. with, at, in |
| f. before | g. during | h. to | i. by | j. with |

Exercise – 2: Correct errors in the use of prepositions in the following sentences.

- a. Among the two sisters, Habiba is the better dancer.
- b. They left in midnight to their village.
- c. Manu has been living at Dubai since ten years.
- d. The shop is under my flat.
- e. The girls sat down besides the lake.
- f. There is a reference of the drug in page 33 on chapter 6.
- g. We insisted to going out for a walk.
- h. Don't interfere with my affairs.
- i. He was in great need for affection.
- j. I am surprised over the slow pace of life here.

Answers:

- a. Between the two sisters, Habiba is the better dancer.
- b. They left at midnight to their village.
- c. Manu has been living at Dubai for ten years.
- d. The shop is beside my flat.
- e. The girls sat down beside the lake.
- f. There is a reference of the drug in page 33 in chapter 6.
- g. We insisted on going out for a walk.
- h. Don't interfere in my affairs.
- i. He was in great need of affection.
- j. I am surprised at the slow pace of life here.

Assignment - 1: Fill in the blanks with the appropriate prepositions.

1. He started _____ six _____ the morning.
2. The train arrives _____ five _____ the morning and departs _____ the station _____ noon.
3. She was born _____ a small _____ Andhra.
4. My son came _____ bus _____ Friday.
5. They were married _____ 1st Jan 1995 and divorced _____ April.
6. The money lender was shot dead _____ the thief _____ a pistol.
7. This portrait was painted _____ the Italian artist _____ fifteenth century.
8. The thief hanged himself _____ a rope _____ the prison.
9. Students don't go _____ school _____ Sundays.
10. My brother came _____ Tuesday.

Answers:

- | | | | | |
|---------------|-----------------------|---------------|-------------|-------------|
| (1) at, in, | (2) at, in, from, at, | (3) at, in, | (4) by, on, | (5) on, in, |
| (6) by, with, | (7) by, in, | (8) with, in, | (9) to, on, | (10) on |

Assignment - 2:

1. They called _____ the strike. (off/about)
2. They built a dam _____ the river. (across/along)
3. The people voted _____ the candidate. (against/support)
4. The situation is _____ our control. (beyond/above)
5. The children moved _____ their school. (along/towards)
6. This is a book _____ flowers. (on/about)
7. We've had nothing _____ trouble with this car. (but/and)
8. Please bear _____ me. (with/to)
9. Sourav has been playing cricket _____ 1985. (since/for)
10. The old man died _____ sun stroke. (of/with)
11. People are suffering _____ swine flu. (with/from)
12. The children ran _____ the grass. (over/on)
13. The Earth goes _____ the sun. (around/round)
14. Children go to school _____ foot. (in/on)
15. The secret should remain _____ you and me. (between/with)
16. He is poor _____ mathematics. (in/on)
17. She is not a lawyer, but speaks _____ a lawyer. (like/off)
18. Shoban parked his vehicle _____ the function hall. (across/beside)
19. Swimmers jumped _____ the well. (in/into)
20. The matter is _____ investigation. (above/under)

Answers:

- | | | | | | |
|-------------|------------|--------------|------------|-------------|-------------|
| (1) off | (2) across | (3) against | (4) beyond | (5) towards | (6) about |
| (7) but | (8) with | (9) since | (10) of | (11) from | (12) over |
| (13) around | (14) on | (15) between | (16) on | (17) like | (18) beside |
| (19) into | (20) under | | | | |

3. Tenses

Tense should be distinguished from time. Time is a matter of real life. Tense is a category of grammar. It refers to the form of the verb. It refers to time, when an action took place or will take place and also whether it is completed or in progress. Thus 'Tense' means 'verb form' which indicates both time of the action (verb) and degree of completeness of the action.

Tense is a compulsory feature of the verb in a sentence. It is carried by the finite verb which is the lexical verb when it is a simple verb phrase, or the first auxiliary when it is a complex verb phrase.

Types of Tenses: There are three broad divisions of time-present, past and future. These are the three main tenses and each of them has 4 divisions: The simple (indefinite), the continuous (progressive), the perfect and the perfect continuous.

The present tense denotes that the action refers to present time. E.g.: I love, I speak

The past tense denotes that the action took place in the past time. E.g.: I loved, I spoke

The future tense denotes that the action will take place in time to come.

E.g.: I shall love, I shall/will speak.

The tense of a verb shows the time of an action/event. There are twelve tenses which are given below:

1. Simple present tense/present indefinite
2. Present continuous tense/present progressive
3. Present perfect tense
4. Present perfect continuous tense
5. Simple past tense/past indefinite
6. Past continuous tense
7. Past perfect tenses
8. Past perfect continuous tense
9. Future tense
10. Future continuous tense
11. Future perfect tense
12. Future perfect continuous tense

Table that shows Personal Pronouns

Person	Subjective Case	Objective Case	Possessive Case
First Person	I We	me us	my, mine our, ours
Second Person	You	You	Your, yours
Third Person	He She It They (Plural)	him her it them	his, her, hers its their, theirs

TABLE SHOWING ALL TENSES

	Simple	Continuous	Perfect	Perfect Continuous
Present	I We You They } speak English He She It } speaks English	I am speaking English We You They } are speaking English He She It } is speaking English	I We You They } have spoken English He She It } has spoken English	I We You They } have been speaking English He She It } has been speaking English
Past	I We You They } spoke English He She It }	I He She It } speaking English We You They } were speaking English	I We You They } had spoken English He She It }	I We You They } had been speaking English He She It }
Future	I We You They } will speak English He She It }	I We You They } will be speaking English He She It }	I We You They } will have spoken English He She You It }	I We You They } will have been speaking English He She It }

TABLE SHOWING ALL TENSES (Adverbs Used)

	Simple	Continuous	Perfect	Perfect Continuous
Present	Generally, daily, usually, seldom, scarcely, often, always, rarely, frequently, once twice, everyday, every week, every month, every year, whenever hardly, sometimes, occasionally, ever, never, commonly, very often, regularly, now-a-days, naturally	Now, at present, presently, at the moment, still, Look!, See!, For the present, right now, currently, go and find	Just, just ;now, already, not-yet, ever, never, recently, lately, so far, still, till now, up to now, till-to-date, since + time word, for + time word	Since (specific time), for (duration), all this morning, all this week, all day, all this time, how long
Past	Yesterday, ago, last Monday, last week, last month, last year, at that time, ancient, in 2001, then, before, once upon a time, last night, this morning, in olden days, that day	All last week, all yesterday, all last night, when, while	When, after, before, until, as soon as, already	Since + past point of time For + past period of time
Future	Tomorrow, next year, soon, shortly, tonight, next week, in a few minutes, by next week, 2012	For many days, in the next month	By now, by this time, by the end of this week (month, year), by 'o' clock, by tomorrow, after a year	By now, by this time, by the end of this week (month, year), by 'o' clock, by tomorrow, after a year, for + future period of time, since + future point of time.

PRESENT TENSE**Simple Present Tense:**

- a. The Simple Present Tense is used to express what someone does regularly or very often. You often find the adverbs like every day, regularly, always, every week, every month and every year in a sentence indicating this tense. But, even if it is not indicated in a sentence, sometimes the fact that something happens very often is implied.

1. Jaideep goes to school to drop his children.
2. Padmini watches television serials regularly.
3. I go to temple every Saturday.
4. Majeed visits Goa every year.
5. He works at a local bank situated in the Benz circle.
6. She often goes to the orphanage to teach the kids.
7. He goes to church every Sunday.
8. Do you play hockey?
9. People celebrate Diwali with pomp and glory.

- b. The simple present tense also expresses somebody's/ something's present state of being.

1. Deepa is a Public Relation Officer in Software Company.
2. I am an army officer.
3. He is a social worker and helps the disabled
4. She is a good musician.
5. They are close friends.
6. Dogs are ferocious animals, but they are faithful.
7. Trees are inevitable for a pollution- free atmosphere.
8. The sky is cloudy today.
9. It is difficult to say which political party is ideal now a days.
10. This is the car that is like by many people.

- c. Universal Truths and Proverbs are expressed in the Simple Present Tense.

1. Man is social animal.
2. The sun rises in the east.
3. The moon derives its light from the sun.
4. Dogs are faithful animals.
5. A bird in the hand is worth two in the bush
6. To err is human.
7. Man purposes and God disposes.
8. The earth revolves round the sun.

Present Continuous Tense/ Present Progressive Tense:

- a. The present continuous tense is used to talk about things happening now, at this moment. The present continuous verbs are formed with the present participle form (ending with –ing) along with suitable forms of be in the present tense form, (am, is, are)

1. She is driving a car.
2. The teacher is dictating notes to the students.
3. The sales man is demonstrating a new product.
4. I am writing a list of articles to be bought.
5. He is typing a letter.
6. They are listening to the cricket commentary.
7. We are talking about a new film.
8. The players are practicing in the field.

- b) The present continuous tense is also used to describe thing happening around now, but not necessarily at this moment.

1. We are planning to buy a new flat.
2. I am writing a novel.
3. She is working the telephone department.
4. He is looking for a good job.
5. They are waiting for the result.
6. Smitha is working on a project.
7. I am writing a paper on feminism.
8. The students are preparing for the final exams.

- c) The following verbs which describe a feeling or state, but not action, are called stative verbs and they are not used in the continuous form.

Agree, appear, believe, belong, concern, consist, depend, deserve, disagree, dislike, doubt, feel, fit, hate, have, hear, imagine, impress, include, involve, know, like, look, love, matter, mean, measure, mind, need, owe, own, prefer, promise, realize, recognize, remember, see, seem, smell, sound, suppose, taste, think, understand, want, weigh, wish, want, smile, notice, recognize, love, hate, desire, prefer, hope, notice, perceive, wonder etc.

1. I am hearing what you say. (wrong)
2. I hear what you say. (right)

Present Perfect Tense: The actions that are completed in the immediate past and its relevance is felt in the present are described in the present perfect tense. Look at the following sentences:

1. Have you finished doing your homework?
Yes, I have finished my homework.
No, I haven't finished my homework.
2. Has he read this book?
Yes, he has read this book?
No, he hasn't read this book.
3. Has the train left the station?
Yes, the train has left the station.
4. Have they come to class?
Yes, they have come to class.
No, they haven't come to class.
5. My parents have lived in this house for ten years.
6. I have been in this city since 1994.

Have and has can be pronounced as 'v' and 'z' in the above sentences in their contracted forms. For example,

I've gone to my office.

She's finished her post-graduation.

Present Perfect Continuous Tense: The actions that started some time ago in the past and which are continuing at the moment of talking are described in the present perfect continuous tense.

1. They have been constructing a new house' for the past three months. (They started the work in the past and the construction is still going on)
2. The management has been renovating the hotel since January.
3. I have been waiting for the bus for 45 minutes.
4. Lalita has been preparing for the examination since February.
5. Vishnu has been watching the cricket match since morning.

PAST TENSE

Simple Past Tense: The simple past tense is used to express actions completed in the past. You often find an adverb indicating time in the sentence in the past tense. For example, words or phrases like *yesterday before yesterday, last year, last month, last week, in 1990* etc.

1. I visited Singapore last year.
2. We painted the house last week.
3. Ravinder went to Delhi to take an examination.
4. The committee passed two resolutions.
5. The train came late.
6. He studied in this college in 1994.

7. Shalini did her M.B.A. from Osmania University.
8. Alekhya gave a dance recital at Ravindra Bharathi.
9. Samson deposited money in the state bank of Mysore.
10. He escaped the accident in a split second.

You may not find the indication of time in all sentences in the simple past tense. Sometimes the time is implied.

1. I finished my graduation
2. He bought two pairs of shoes.
3. Habits of the past time are also indicated by simple past tense.
4. She always carried an umbrella.
5. Ambarish taught music in the school regularly.

Past Continuous Tense: Actions that were going on at a point of time in the past are expressed in the past continuous tense. This tense is represented by ‘was/were’ followed by the ‘-ing’ form of a verb.

1. I was learning music at Kalaniketan those days.
2. People were gathering to watch news every day when TV was not as popular as it is now.
3. He was playing for the air India team.
4. We were going to different places, together when we were young.
5. Dharani was teaching English at St. Anns School.

Past Perfect Tense: It refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past. It doesn't matter which even is mentioned first – the tense makes it clear which one happened first.

1. The vehicle stopped, when the policeman had signalled.
2. I switched off the lights, after he had slept.
3. Nandita left for her hometown, after she had finished to examinations.
4. Ten tents were removed, after everybody had left.
5. I had already reached the railway station, before it was five.

You can also say/write:

1. I had already reached home (‘by the time she came to receive me at station implied)
2. He had already joined in a good job. (When he got admission into an MBA is implied)

Past Perfect Continuous Tense: The past perfect continuous tense is used to describe actions that continued from one point of time to another point of time in the past. (Not continuing now). For example,

1. I had already been teaching in that college when the appointment letter came from school.
2. Siva had been working as part timer when he got married.
3. He had been driving for six hours when he hit the scooterist.
4. I had been going to a computer institute in those days.
5. Radhika had been studying in UK when I was doing my Ph.D.

FUTURE TENSE

As mentioned earlier, English does not have inflected forms for the future tense. Instead, English future forms are created with the help of the modal auxiliaries will and shall. For example,

1. She will become the next chairperson of the committee.
2. Anjana will drive a new car.
3. I shall present a paper in the seminar.
4. The team will visit the food affected are next week.
(Will is often mistaken to be a future tense verb, but it is a modal auxiliary verb used in English to indicate actions yet to happen).

Sometimes present simple tense and present continuous forms are also used to indicate future:

1. The train arrives at 6 p.m. tomorrow.
2. I come there this evening.
3. He is visiting our office tomorrow.
4. They are coming to Hyderabad next week.
5. She is returning the day after tomorrow.

Exercise – 1: Fill in the blanks in the following sentences with suitable verb forms.

1. Dolphins _____ (*live, lives, lived*) in water.
2. The Prime Minister _____ (*speak, spoke, spoken*) to the victims yesterday.
3. He _____ (*see, saw, had seen*) an accident while he was waiting in the bus stop.
4. The President _____ (*will address, was addressing, addresses, addressed*) the public tomorrow.
5. Rohith _____ (*distributed, distributing, distributes*) sweets on his birthday.
6. My aunt _____ (*ate, eat, eating, eats*) an apple every day.
7. I _____ (*has been, have been, am*) living in a pent house for the last six months.
8. Anand _____ (*have written, has written*) a book on health care.
9. Varma _____ (*preparing, will have been preparing, will prepare*) for this examination by this time next month.
10. Anita _____ (*is going, has been going, was going*) to school now.

Exercise – 3: Fill in each blank with the present continuous tense of the verb in the brackets.

1. The men.....(repair) the telephone cables so do not disturb them.
2. The cost of buying a house in Dehradun.....(increase)
3. The bird lovers.....(observe) the birds through binoculars.
4. The policemen.....(search) for kidnappers.
5. One of the trees.....(lean) dangerously and may fall at any moment.
6. The little girl.....(sob) in the corner because she is not allowed to go out.
7. The animals(leave) the area because of the drought.
8. Not many tourists.....(return) to this place because it has lost its charm.
9. The soldiers.....(drive) the tanks up the hill.
10.(expect) a phone call from Rita this evening.

Tenses in Conditionals

There are three kinds of conditionals. They are:

1. Open condition
2. Improbable or unreal condition
3. Unfulfilled condition

Conditionals sentences have two parts: the “if” clause and the main clause

1. If you try again, you will succeed.
2. Unless you work hard, you will not get a first class.

- 1. Open Condition:** In this type, the condition may be fulfilled or may not be fulfilled. The question whether the condition will be fulfilled is left OPEN or unanswered. Hence, it is called OPEN CONDITION.

The Simple Present Tense is used in the “if-clause”. Will/shall/can/may + plain infinitive are used in the Main Clause. For example,

1. If he *works* hard, he *will* get a first class.
2. If I *see* him, I *ll* give him a lift.
3. If you *leave* before nine, you *can* catch the train.
4. If you *telephone* her, she *may* come.

2. Improbable or unreal condition or imaginary condition

- a) This type of condition is used when the action in the “if-clause” is considered unlikely to happen.

If he worked hard, he would get a first class

(If he *worked hard* means that it is possible that he will work hard, but not probable)

b) We also use this type of condition to talk about unreal situations in the present.

E.g.: If I were you, I wouldn't do that. (Here the reference is to the present or future. The Simple past in the 'If-clause' is not a true past, but a subjective expressing unreality)

Would / should / could / might + plain infinitive are used in the Main Clause.

Examples are

1. If we flew, we could get there in time.
 2. If I were you, I would visit America.
 3. If I got the chance I would go into business.
 4. If I were rich, I would travel round the world.
 5. If I had enough money, I would buy a car.
3. **Unfulfilled condition:** The Past Perfect is used in the "if-clause" and would/should/could/might +had +past participle are used in the Main Clause. This type of conditional clause shows that something did not happen because a certain condition was not fulfilled. For instance,
1. If he had worked hard, he would have got a first class. (It means that he did not work hard and therefore, he did not get a first class).
 2. If we had more rain, our crops would have grown better.
 3. If I had not been careful, I might have met with an accident.
 4. If I had not been busy, I would have attended the meeting.
 5. If you had telephoned, I would have come to your house.

Assignment – 1: Fill in the blanks with the correct form of the verb given in brackets.

1. Yesterday I _____ (write) a letter to my father.
2. He _____ (work) in this factory since 1991.
3. The Sun _____ (shine) during the day.
4. It _____ (snow) all night.
5. He _____ driving his own car when I saw him. (be)
6. "You haven't _____ your duty," he said. (do)
7. We need to fix a _____ door here. (revolve)
8. After lunch, I prefer _____ for half an hour. (sleep)
9. Would you like _____ the Army? (join)
10. I _____ a film of Sridevi's yesterday. (see)
11. We _____ (take) the last train yesterday.
12. I cannot decide about _____ Science courses. (choose)

Answers:

- | | | | |
|-------------|----------------------|---------------|----------------------|
| (1) wrote | (2) has been working | (3) shines | (4) has been snowing |
| (5) was | (6) done | (7) revolving | (8) to sleep |
| (9) to join | (10) saw | (11) took | (12) choosing |

Assignment – 2: Fill in the blanks with the correct form of the verb in brackets.

1. Kishore _____ the youngest child in the family till his brother was born. (be)
2. Don't disturb me. I _____ (do) my homework.
3. This year during the Republic Day sixteen soldiers _____ honoured with awards. (be)
4. We _____ (play) chess, when he came in.
5. How old are you? I _____ 28 (be)
6. Miss Gita _____ (teach) in this college since 1990.
7. Priya and Shanta _____ very dear to me. (be)
8. I _____ (meet) him while I was going to college.
9. He _____ my neighbour in the colony (be)
10. The sun _____ (rise) in the east.

Answers:

- | | | | |
|---------|-----------------------|----------|------------------|
| (1) was | (2) am doing | (3) were | (4) were playing |
| (5) am | (6) has been teaching | (7) are | (8) met |
| (9) is | (10) raises | | |

Assignment – 3: Use the correct form of the verbs in brackets and complete the sentences given below.

1. The farmers _____ (plough) their fields for two hours now.
2. The old man _____ (sleep) in the garden every day.
3. You _____ (eat) four ice creams already.
4. I _____ (study) the lesson for the last one hour.
5. This servant always _____ (work) very hard.
6. I _____ (not, see) a film since March.
7. She _____ (look) at the picture carefully and read the name of the artist.
8. They _____ (lock) the door and left.
9. He always _____ (come) to office in time.
10. I _____ (give) the book to you yesterday.

Answers:

- | | | | |
|------------------------|----------------|-------------------|-----------|
| (1) have ploughed | (2) sleeps | (3) have eaten | |
| (4) have been studying | (5) works | (6) have not seen | |
| (7) had looked | (8) had locked | (9) comes | (10) gave |

Assignment - 4: Fill in blanks with suitable forms of verbs given in brackets.

1. I _____ (meet) him three time so far.
2. He _____ (read) "Gulliver's Travels" two months ago.
3. She _____ (wear) glasses since 1984.

4. We shall start as soon as you _____ (be) ready.
5. When I get home, my children _____ (play).
6. She _____ (leave) before you go to see her.
7. I _____ (buy) this book last week.
8. If it is hot, I _____ (postpone) my trip.
9. If I were you, I _____ (buy) a car.
10. If I had not been ill, I _____ (meet) your uncle.

Answers:

- (1) have met (2) read (3) has been wearing (4) are
 (5) will be playing (6) will have left (7) bought
 (8) will postpone (9) would buy / would have bought (10) could have met

4. Question Tags

Read the conversation between Latha and Anita about a book:

- Latha : Good morning Geetha, How are you?
 Anita : I am fine, thank you. Hope you too are doing well.
 Latha : How are you spending time during lockdown?
 Anita : During lockdown, I have read this book. *Haven't you?*
 Latha : Yes, I too read the book. It is really interesting, *isn't it?*
 Anita : Correct. I think, you liked the way story is narrated, *didn't you?*
 Latha : Right. I am sure that you must have developed concern towards characters, *mustn't you?*
 Anita : Yes. As far as I know, the woman character needs sympathy, *doesn't she?*
 Latha : She deserves sympathy. I have some work. I can't spend more time now, *can you?*
 Anita : No, I too can't. I have to leave now. Bye.

In the above conversation, some of the exposures end with question forms such as *haven't you*, *isn't it*, *didn't you*, *mustn't you*, *doesn't she*, and *can you* are kept in italics. They convey the meaning that the speaker is trying to seek confirmation or opinion from the second person. Those question forms are called **Question Tags**.

Let us look at some more examples for better understanding.

Positive Statement	Negative Tag
Mamatha is gorgeous,	isn't she? (Here the speaker is seeking confirmation from others where Mamatha is gorgeous or not.)
Mamatha works hard,	doesn't she? (same as above)

Negative Statement	Positive Tag
Mamatha doesn't any people,	does she? (Even here the speaker is seeking the information whether Mamatha hates people or not.
Mamatha can't play tennis,	can she? (same as above)

If you observe the first two positive statements and the question forms, the question forms have the negative contraction 'n't'. And the next two negative statements with positive question forms do not have the negative contraction 'n't'. So, the point is, if there is a negative contraction in the question form it is known as **Negative Tag**, and if there isn't any negative contraction in the question form, it is called a **Positive Tag**.

Thus, a small unit (interrogative) attached at the end of a statement / sentence / clause is known as a **Question Tag**. It is of two types namely **positive question tag** and **negative question tag**. Both turn statements into questions. A question tag is added only at the end of a sentence.

Some more examples are given below:

Sachin is a cricketer, isn't he?	Sachin doesn't donate money, does he?
COVID-19 can kill people, can't it?	COVID-19 has no medicine, has it?
I will do hard work, won't I?	I am good human being, aren't I?
He must buy the book, mustn't he?	I am not a football player, am I?
They have money, haven't they?	Gold is not cheaper, is it?

Functions

- Question Tags are used to make sure the information is correct or to seek argument.

E.g.: Your father is a teacher, isn't he?
 It was a super show, wasn't it?
 You can come with me, can't you?

- They are used to check whether something is true.

E.g.: Movie starts at 11 am, isn't it?
 Public hate politicians, don't they?

A question tag is normally formed repeating the auxiliary verbs ('be' forms, has, have, do, etc.) or modal verbs (can, must, might, etc.) of the sentence. Attach contraction 'n't' to the verb, if the statement is positive. The verb should be followed by the pronoun form of a subject. Look at the following examples:

Positive Statement	Negative Tag
You are from Chennai,	aren't you?
She is a teacher,	isn't she?
Lata was a singer,	wasn't she?

Negative Statement	Positive Tag
You are not from Chennai,	are you?
She is not a teacher,	is she?
Lata was not a singer,	was she?

If the statement or main clause has an auxiliary/modal verb in it, use the **same verb** in the question tag. For instance, *Rama is an ideal husband, isn't he*. In this sentence 'is' the auxiliary/main verb, so it is repeated in the question tag, then added **not**, and then pronoun form of the subject, that is 'he'.

If the statement doesn't have auxiliary/modal verb (in the simple present and simple past), use **do, does, and did** depending on the tense. For instance, *Rama lives in forest for fourteen years, doesn't he?*. In this sentence, the verb is in 'simple present'. Hence, in the question tag '**does**' is used. Then '**not**' is added followed by the pronoun form of the subject '**he**'.

Look at the following illustrations:

Statements of Auxiliaries	Negative Tag
She is teaching grammar,	isn't she? ('is' is the auxiliary verb)
We have learnt grammar,	haven't we? ('have' is the auxiliary verb)
She can write well,	can't she? ('can' is the modal verb)

Statements without Auxiliaries	Negative Tag
Covid-19 kills people,	doesn't it? (simple present, subject singular – use ' does ') (subject plural – use ' do ')

Type 2: Sentences with Modal Verbs

You *should* wash your hands before eating, shouldn't you?

We *must* help others, mustn't we?

They *can* perform well, can't they?

Type 3: Sentences beginning with 'this', 'that', 'those', and 'these'

This is an expensive gift, isn't it?

That wasn't a big surprise, was it?

Those are naughty children, aren't they?

These books are costly, don't they?

Note: Statements which begin 'this' and 'that', take the pronoun 'it' in the tag, and statements which begin 'those' and 'these', take the pronoun 'they' in the tag.

Type 4: Sentences beginning with 'somebody', 'anybody', and 'everybody', take the tag 'they'

Somebody entered the room, didn't they?

Anybody can question him, can't they?

Everybody was afraid of, weren't they?

Type 5: Sentences beginning with 'everything', 'something', 'nothing', 'anything', should have 'it' in the question tag.

Everything is ready, isn't it?

Something is fishy, isn't it?

Nothing has the end, has it?

Anything is possible, isn't it?

Type 6: If the sentences contain words such as 'nobody', 'no one', 'nothing', 'scarcely', 'hardly', 'hardly ever', 'never', 'neither', 'seldom', they are considered as negative statements. So the question tag should be positive / affirmative.

Nobody/no one objects the plan, do they?

Nothing will cure Covid-19, will it?

She hardly comes to class, does she?

He never attends my class, does he?

Neither he nor she can delete the file, can they?

Type 7: Sentences beginning with 'Let's', have the tag 'shall we?'

Let's go to a picture, shall we?

Let's maintain social distancing, shall we?

Let's stay home and stay safe, shall we?

Let's go out for a walk, shall we?

Type 8: Sentences beginning with positive imperatives may take the question tag ‘will you’, ‘won’t you’, ‘can you’, ‘can’t you’, ‘could you’, ‘would you’. But for the negative imperatives, the question tag is ‘will you’.

Open the door, will you / won’t you / can you / could you?

Pass me the book, will you / won’t you / can you / would you?

Don’t rub your eyes all the day, will you?

Type 9: Sentences beginning with introductory phrases such as ‘I am afraid’, ‘I think’, ‘I believe’, ‘I am sure’, ‘I suspect’, ‘I suppose’, ‘it appears that’, ‘it seems’, ‘it looks as if’, ‘as far as I remember’, etc., don’t affect question tags except for the transfer of negation.

I am afraid I can’t help you, can I?

I think she is very sensitive, isn’t she?

I believe that you have done the work, haven’t you?

I am sure you are enjoying this place, aren’t you?

It appears that you are not happy with it, are you?

It looks as if you have lost everything, haven’t you?

As far as I can see, he is the best player, isn’t he?

The following table provides Question Tags for all the twelve tenses:

Tense	Positive Sentence with Negative Tags	Negative Sentence with Positive Tags
Simple Present	Sailu is a singer, isn’t she?	They are not shifting, are they?
	They live in India, don’t they?	He doesn’t live in America, does he?
Present Continuous	He is writing an article, isn’t he?	They aren’t playing any game, are they?
Present Perfect	They have bought a mask, haven’t they?	Leela hasn’t bought gloves, has she?
Present Perfect Continuous	Vijay has been editing the material, hasn’t he?	They haven’t been wasting their time, have they?
Simple Past	They were in a movie, weren’t they?	She wasn’t sleeping then, was she?
	He went to London, didn’t he?	They didn’t go to London, did they?

Past Continuous	We were playing tennis, weren't we?	He wasn't playing tennis, was he?
Past Perfect	Sony had forgotten her box, hadn't she?	They hadn't visited Tirupati before, had they?
Past Perfect Continuous	We had been to Mumbai last night, hadn't we?	Mahesh hadn't been acting, had he?
Simple Future	She will sing, won't she?	They won't write, will they?
Future Continuous	Raju and Rani will be going to park, won't they?	She won't be sleeping tonight, will she?
Future Perfect	She will have watched the programme, won't she?	They won't have left the office, will they?
Future Perfect Continuous	They will have been struggling, won't they?	He won't have been staying at home, will he?

Assignment – 1:

1. Your father is a doctor, _____?
2. She doesn't know Hindi, _____?
3. Veena was in Chennai for a long time, _____?
4. His mother knows how to drive a car, _____?
5. Seenu was in Hyderabad in 2019, _____?
6. They will not come to office tomorrow, _____?
7. He is wearing a T-shirt, _____?
8. Mobile phones cause radiation, _____?
9. I am right, _____?

Answers: 1. isn't he? 2. does she? 3. wasn't she?
 4. doesn't she? 5. wasn't he? 6. will they?
 7. isn't he? 6. don't they? 9. aren't I?

Assignment – 2:

1. Arshita can run fast, _____?
 a) can't she b) can she
2. Sunil should consult a doctor, _____?
 a) should he b) shouldn't he
3. They must not do that work, _____?
 a) must they b) mustn't they
4. I may not be playing games, _____?
 a) mayn't I b) may I

Write True or False for the following Question Tags:

- | | |
|--|--------------------------|
| a) He doesn't drink alcohol, does he? | () |
| b) There were many animals in the zoo, weren't they? | () |
| c) The roof was leaking, wasn't it? | () |
| d) He used to swim, did he? | () |
| e) Pass me that sugar, do you? | () |
| f) Please do me this favour, don't you? | () |
| g) I have been waiting for you, haven't I? | () |
| h) They are very poor, aren't they? | () |
| i) No one goes to school during summer, don't they? | () |
| j) Hard work fetches success, does it? | () |

Answers to Check Your Progress – I

My father is a teacher,	isn't he?
Rakesh works in an industry,	doesn't he?
I can speak English,	can't I?
They came late to the party,	didn't they?
You must take this medicine,	mustn't you?
We haven't received the parcel,	have we?
Ganesh is drinking coffee,	isn't he?
It rained heavily last night,	isn't it?
The box was lying on the road,	wasn't it?

Match the following Answers

- | | | | | |
|------|------|------|------|-------|
| 1. c | 2. f | 3. d | 4. g | 5. i |
| 6. a | 7. h | 8. b | 9. j | 10. e |

True or False Answers:

- | | | | |
|----------|----------|---------|----------|
| a) True | b) True | c) True | d) False |
| e) False | f) False | g) True | h) True |
| i) False | j) False | | |

Unit – IV: Speaking Skills**1. Greetings**

The common conversational greetings for friends, family, as well as people we meet in our daily casual settings.

1. **Good morning, Good afternoon, or Good evening:** These are formal ways of saying “hello”, which change depending on the time of day. “Good night” is only used to say “good bye”, so if you meet someone late in the day, greet them with “good evening”, rather than “good night”. Good morning can be made more casual by simply saying “morning”. You can also use “afternoon” or “evening” as informal greetings.
2. **How’s it going? or How are you doing?:** These are casual ways of asking “how are you?” If you’re trying to be particularly polite, stick with “how are you?”
3. **Good to see you or Nice to see you:** These casual greetings are used with friends, co- workers or family members that you haven’t seen in a while.
4. **How’s everything?, How are things?, or How’s life?:** These are some other common ways of asking “how are you?” They can be used to casually greet anyone, but most often they’re used to greet someone you already know. To these, you can answer “good” or “not bad”.
5. **It’s nice to meet you or Pleased to meet you:** These greetings are formal and polite. Say this to someone when you meet him or her for the first time. Next time you see the person you can show that you remember him or her by saying “it’s nice to see you again”.
6. **How do you do?:** This greeting is VERY formal. The proper response is “I’m doing well” or, some people even ask “how do you do?” right back as an answer.
7. **Happy Birthday Wishes:** “Happy birthday to you /hope you have a happy birth day/“The happiest of birthdays /“Warmest wishes for a happy birthday,”/ “Hope you make your birthday to remember/ “Wishing you a happy birthday and a year that’s blessed.”
8. **New Year greetings:** Happy New Year/ Wish you a Happy New Year / Have a happy New Year ahead /Wishing you a New Year filled with new hope, new joy and new blessings/ **Wishing you a lovely happy New Year.**
9. **Seeking Permission:** May I come in sir?/ May I come in please? Could I have your pen sir? (formal) Can I have your pen sir? (informal) / Could I have attestation on my true copies?
10. **Giving Permission:** Please come in. Please be seated/ Take your chair/ You may take leave/Take leave/ Have it/ take it/ Why not/Sure /Surely.

11. **Wedding wishes:** Congratulations on your wedding/ Congrats to you both on your very special day! / I wish you a wonderful life together /May your wedding be filled with special memories you can treasure forever./May your lives continue to grow in love and happiness together! / You are a wonderful couple, perfect for each other./ Praying your years together are full of love, joy and blessings.
12. **Saying Goodbye:** (At the time of departure say goodbye): Bye/Bye -Bye/ Good-bye/Tata/Cheerio/See You/ See You Again/Have a good day!/ See you later.
13. **Taking leave from superiors:** May I take leave of you sir? Might I take leave of you sir?
14. **Congratulations:** Congratulations on wedding / engagement/ Success in examinations / congratulation on getting a new job or promotion/ congratulation wishes for having a baby girl or a baby boy, for obtaining graduation or retirement or any other successful event in life or for any happy desirable possession. Congratulations on buying a new car/a new apartment/or any new object.
15. **Apology:** Apology is an express of remorse/ admitting responsibility / make amends/ promising that it won't happen again. **Examples:** Sorry/ I am extremely sorry/ Very sorry/Very very sorry/I feel guilty/Sorry, it will not be repeated.
16. **15.Consolations:** (at the time of failures, losses or some unfavourable conditions) : Try again/Don't lose spirit/next time better luck/I too feel sorry for your failure or loss/May god help you next time.
17. **Condolences** (at human loss): My heart-felt condolences to you/I express my profound grief at the loss of your grandfather/mother/ My profound sympathy at your recent irreparable loss/ May god give you strength to recover from this great tragedy.
18. The salutation "**Dear**" in combination with a name or a title is by far the most commonly used salutation in both British and US English, in both formal and informal correspondence. A comma follows the salutation and name.
 - a) If the name of the intended recipient is unknown, acceptable salutations are:
Dear Sir or Madam or "Sir/Madam" (If the gender of the reader is unknown).
To Whom It May Concern (If the writer wishes to exclude the gender of the reader from the salutation and/or to convey that the reader should forward the copy to one more suited to receive or respond appropriately).

Self-Introduction:

It is very common to meet new people in our lives. The meeting can be personal or official. It often begins with an introduction.

Introductions are of two types. They are a) Introducing Yourself or Self-Introduction, and b) Introducing someone to others. Let us learn how to do both:

- a) **Introducing Yourself (or) Self-Introduction:** A self-introduction, either in an interview or in a personal meeting, is an entry into a conversation. Any interview that you attend today, the classic question that the panel members ask interviewees is “Tell me about yourself” or “Introduce Yourself”. Through self-introduction the panel members, who never met you before, know more about you. It also helps them understand you a little better.

A self-introduction is not about the words you say, but it is about how you present yourself through your expressions and your attitude. So, it is important to keep it simple and easy to understand. It should define goals clearly. It is also said that one should go on introducing until the panel members get a kind of satisfaction and ask you to stop.

For a good introduction in English, you need to practice in advance. As an English learner, it's a good idea to prepare a couple of introductions and practice them until you're comfortable with them. The following are a few steps that help you to craft an effective self-introduction:

- i. Structure your content well
- ii. Stay calm, composed, and speak with confidence
- iii. Do not fidget, roll up your eyes, cross your arms, and use limited hand gestures.
- iv. Maintain a proper eye contact with the Interviewers
- v. Strike a balance between personal and professional
- vi. Do not be afraid of to mention your strengths and weaknesses
- vii. Be prepared to answer questions

Sample: (Self Introduction presented in an interview for the post of a Teacher)

Good morning Sir, My name is Dr. Talanki Jeevan Kumar. I was born in a poor family for whom higher education is not a bed of roses. But my father had a strong desire that he should provide good education to me. Accordingly, he admitted me in an educational institution where I proved myself as a better student. I have completed SSC with an aggregate of 75% and then joined Intermediate. I have secured 78% in the said course and opted B.A. English literature at Under graduation level as I was very much interested in the English language. While working at local stores, I worked hard and finished the Programme with 69% standing Second at the University level. Later I got admission into MA English Programme at Sri Krishnadevaraya University, Ananthapuramu. With a zeal to gain knowledge and improve myself, I studied and performed well and won a Gold Medal and a Memorial Prize for securing the highest

marks in the said examination. Immediately, after earning the PG Degree I enrolled myself for the Doctoral Scroll and earned the title 'Doctor of Philosophy' in 2010.

While doing Ph.D. I have published articles in various reputed/peer-reviewed national and international journals besides attending and presenting papers in fifteen national and international seminars and conferences.

My strength lies in showing curiosity and inquisitiveness to acquire new skills all the time and get command over them. My weaknesses are reading anything that comes on my way and feeling like attending all the seminars and conferences with an intention to learn new methods and techniques of teaching and also to learn how a text can be interpreted in multiple ways.

Note: The above 'Self-Introduction' just tells you how to introduce yourself in an interview. But it differs in other situations such as in a class, in casual situations, in a presentation, and in a meeting at a work. The self-introduction during these occasions will be more simple than that of an interview.

b) **Introducing Someone to Others:**

In our social and professional life, we may get an opportunity to introduce someone to others. The situation or the context can be formal or informal. If we introduce one of our Collegemates to a schoolmate or a best friend, we may talk and behave informally. But when we officially introduce a new colleague to our boss, we have to be formal and use formal expressions.

Starting introducing someone with a polite request is the best practice for a formal situation. Look at the following sentences:

- i. Would you please allow me to introduce my new colleague?
- ii. I would like to introduce you to my new manager.
- iii. May I introduce you to my new boss?

Introducing someone in a formal setting requires

- i. Mentioning the full name of the person, along with the titles if they have any, whom you are introducing.
- ii. Stating their designations/qualifications.
- iii. Specify the purpose of introducing, if possible.
- iv. If you are introducing more than one person or a group to someone, don't forget to introduce everybody individually and mention his/her contribution as a team member.

Sample: (Introducing a Chief Guest in a National Seminar)

It is my proud privilege to introduce Dr. Talanki Jeevan Kumar, a language trainer and educator. He has designed potent formulas such as 'SMILE' and 'CPM', the teaching strategies that have drawn the attention of many English teachers. He has organized Teacher-Training Programmes at School and College levels. He has published articles

on English Language Teaching, Communication Skills, and Soft Skills. He has acted as a Resource Person in a good number of national seminars. I feel that it is a great opportunity for all of us to listen to his talk on this platform.

Introducing someone in an informal situation needs

- i. Mentioning the name, either first name or full name.
- ii. Being casual and friendly.
- iii. Helping to create impressions about him/her.
- iv. Helping to find common and mutual interests.
- v. Avoiding professional talks and using disrespectful words.

Sample: (Introducing a Peer from your Company to a Peer of other Organization)

Hello Jeevan, Meet my colleague Sailaja. She is our company's technical expert. She has sound knowledge on electric gadgets just like you. Sailaja, meet my friend Jeevan. I personally feel that both of you have similar qualities like playing with the technology and always showing a desire to acquire knowledge on the latest things.

2. Asking and Giving Information:

In our day-to-day life, we ask for information and we give information to others. We ask for time, things, places, directions, suggestions, etc. Sometimes we share the information about the same. So, learning the polite ways of asking and giving information is necessary for one's life. While using these, we can be formal with strangers and officials and we can be informal with friends and family members. We can be slightly formal with colleagues.

Look at the following table and observe how the questions differ in various situations:

Degree of Politeness	Persons	Expression
Formal	Officials	Would you mind telling me ...
Formal	Strangers	Could you please tell me ... I would like to know ... I wonder if you could tell me ...
Slightly Formal	Colleagues	Can you please tell me ... Will you please tell me ...
Informal	Kith and Kin	Tell me ...

Asking Information

Very Informal Structures:

If you are asking a friend or a family member for information, use a direct question.

Structure: Wh? + Helping Verb + Subject + Verb

- Examples:**
- How much does it cost?
 - Where does she live?
 - What is the time now?
 - How is your health?
 - What is the reason for your unhappiness?
 - Tell me how to do this calculation?
 - Show me what is in your bag?
 - Why are you late for the class?
 - How old are you?
 - How much time do you need?

More Formal Structures:

Use the following forms for simple, everyday questions in shops, with colleagues at work, and in other informal situations:

Structure: Pardon me / Excuse me + Can / Could you tell me + Wh? + Subject + Verb

Examples:

1. Excuse me, may I know who is he?
2. Pardon me, can you tell me when the train arrives?
3. Excuse me, could you tell me how much that book costs?

Formal and More Complicated Questions:

Use these forms when asking complicated questions that require a lot of information. These should be used when asking questions of important people such as your Manager, your Boss, in a job interview, and in any official situation.

Structure 1: I wonder if you could + tell me / explain / provide information on ...

E.g.: I wonder if you could explain how health insurance is handled at your company.

I wonder if you could provide information on your pricing structure.

Structure 2: Would you mind + verb + ing

E.g.: Would you mind telling me a little bit more about the benefits of this company?
Would you mind going over the savings plan again?

Giving Information

While providing information to others, start your reply with any one of the following phrases:

Saying 'Yes'	
Informal	Formal
Sure.	I'd be happy to answer that.
No problem.	I should be able to answer your question
Let me see.	It'd be a pleasure to help you
Certainly.	I'd be delighted to
Of course, I can.	It will be a pleasure for me to tell you
No, I don't mind.	I would be glad to give you that answer.

Saying 'No'	
Informal	Formal
Sorry, I can't help you out.	I'm afraid I don't have the answer to that question.
Sorry, I don't know that.	I'd like to help you. Unfortunately, I don't know/have that information.
Sorry, that is beyond my knowledge.	I am afraid I can't answer your question.

Activity 1:

- Lohith : When does the movie start?
 Lakshmi : I think it's at 8.
 Lohith : Check, will you?
 Lakshmi : You're so lazy. Just a second.
 Lohith : Thanks, Lakshmi.
 Lakshmi : Yes, it starts at 8. Get me some snacks.

Activity 2:

- Customer : Excuse me, can you tell me where I can find menswear?
 Shopkeeper : Sure. Menswear is on the second floor.
 Customer : Oh, also, could you tell me where the sheets are.
 Shopkeeper : No problem, sheets are on the third floor at the back.
 Customer : Thanks for your help.
 Shopkeeper : My pleasure.

Activity 3:

- Colleague 1 : Excuse me, would you mind answering some questions?
Colleague 2 : I'd be happy to help.
Colleague 1 : I wonder if you could tell me when the project is going to begin.
Colleague 2 : I believe we're beginning the project next month.
Colleague 1 : And who will be responsible for the project.
Colleague 2 : I think Raju is in charge of the project.
Colleague 1 : Would you mind telling me how much the estimated cost will be?
Colleague 2 : I'm afraid I can't answer that. Perhaps you should ask the director.
Colleague 1 : Thank you. I thought you might say that. I'll speak to Raju.
Colleague 2 : Yes, that would be best for that type of information.
Colleague 1 : Thank you for helping out.
Colleague 2 : My pleasure.

Exercise:

Informal	Formal
1. _____ me the salt?	1. _____ pass me the salt, please.
2. _____ are you going?	2. _____ when will you return?
3. _____ does it cost?	3. _____ how much does it cost?
4. _____ is the manager here?	4. _____ telling me who the manager is?
5. _____ close the door?	5. _____ closing the door?

3. Barack Obama's "Yes, We Can"

Text:

If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our democracy, tonight is your answer.

It's the answer told by lines that stretched around schools and churches in numbers this nation has never seen; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their voice could be that difference.

It's the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Latino, Asian, Native American, gay, straight, disabled and not disabled — Americans who sent a message to the world that we have never been a collection of red states and blue states; we are, and always will be, the United States of America.

It's the answer that led those who have been told for so long by so many to be cynical, and fearful, and doubtful of what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

It's been a long time coming, but tonight, because of what we did on this day, in this election, at this defining moment, change has come to America.

We didn't start with much money or many endorsements. Our campaign was not hatched in the halls of Washington — it began in the backyards of Des Moines and the living rooms of Concord and the front porches of Charleston. It was built by working men and women who dug into what little savings they had to give \$5 and \$10 and \$20 to this cause.

It grew strength from the young people who rejected the myth of their generation's apathy; who left their homes and their families for jobs that offered little pay and less sleep. It grew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on the doors of perfect strangers; from the millions of Americans who volunteered and organized, and proved that more than two centuries later, a government of the people, by the people and for the people has not perished from this earth. This is your victory.

And I know you didn't do this just to win an election, and I know you didn't do it for me. You did it because you understand the enormity of the task that lies ahead. For even as we celebrate tonight, we know the challenges that tomorrow will bring are the greatest of our lifetime — two wars, a planet in peril, the worst financial crisis in a century. Even as we stand here tonight, we know there are brave Americans waking up in the deserts of Iraq and the mountains of Afghanistan to risk their lives for us. There are mothers and fathers who will lie awake after their children fall asleep and wonder how they'll make the mortgage, or pay their doctor's bills, or save enough for college. There is new energy to harness and new jobs to be created; new schools to build and threats to meet and alliances to repair.

The road ahead will be long. Our climb will be steep. We may not get there in one year, or even one term, but America — I have never been more hopeful than I am tonight that we will get there. I promise you: We as a people will get there.

There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as president, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree. And, above all, I will ask you join in the work of remaking this nation the only way it's been done in America for 221 years — block by block, brick by brick, callused hand by callused hand.

What began 21 months ago in the depths of winter must not end on this autumn night. This victory alone is not the change we seek — it is only the chance for us to make that change. And that cannot happen if we go back to the way things were. It cannot happen without you.

So let us summon a new spirit of patriotism; of service and responsibility where each of us resolves to pitch in and work harder and look after not only ourselves, but each other. Let us remember that if this financial crisis taught us anything, it's that we cannot have a thriving Wall Street while Main Street suffers. In this country, we rise or fall as one nation — as one people.

Let us resist the temptation to fall back on the same partisanship and pettiness and immaturity that has poisoned our politics for so long. Let us remember that it was a man from this state who first carried the banner of the Republican Party to the White House — a party founded on the values of self-reliance, individual liberty and national unity. Those are values we all share, and while the Democratic Party has won a great victory tonight, we do so with a measure of humility and determination to heal the divides that have held back our progress.

As Lincoln said to a nation far more divided than ours, "We are not enemies, but friends... Though passion may have strained, it must not break our bonds of affection." And, to those Americans whose support I have yet to earn, I may not have won your vote, but I hear your voices, I need your help, and I will be your president, too.

And to all those watching tonight from beyond our shores, from parliaments and palaces to those who are huddled around radios in the forgotten corners of our world — our stories are singular, but our destiny is shared, and a new dawn of American leadership is at hand. To those who would tear this world down: We will defeat you. To those who seek peace and security: We support you. And to all those who have wondered if America's beacon still burns as bright: Tonight, we proved once more that the true strength of our nation comes not from the might of our arms or the scale of our wealth, but from the enduring power of our ideals: democracy, liberty, opportunity and unyielding hope.

For that is the true genius of America — that America can change. Our union can be perfected. And what we have already achieved gives us hope for what we can and must achieve tomorrow.

This election had many firsts and many stories that will be told for generations. But one that's on my mind tonight is about a woman who cast her ballot in Atlanta. She's a lot

like the millions of others who stood in line to make their voice heard in this election, except for one thing: Ann Nixon Cooper is 106 years old.

She was born just a generation past slavery; a time when there were no cars on the road or planes in the sky; when someone like her couldn't vote for two reasons — because she was a woman and because of the color of her skin.

And tonight, I think about all that she's seen throughout her century in America — the heartache and the hope; the struggle and the progress; the times we were told that we can't and the people who pressed on with that American creed: Yes, we can.

At a time when women's voices were silenced and their hopes dismissed, she lived to see them stand up and speak out and reach for the ballot. Yes, we can.

When there was despair in the Dust Bowl and depression across the land, she saw a nation conquer fear itself with a New Deal, new jobs and a new sense of common purpose. Yes, we can.

When the bombs fell on our harbor and tyranny threatened the world, she was there to witness a generation rise to greatness and a democracy was saved. Yes, we can.

She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma and a preacher from Atlanta who told a people that "We Shall Overcome." Yes, we can.

A man touched down on the moon, a wall came down in Berlin, a world was connected by our own science and imagination. And this year, in this election, she touched her finger to a screen and cast her vote, because after 106 years in America, through the best of times and the darkest of hours, she knows how America can change. Yes, we can.

America, we have come so far. We have seen so much. But there is so much more to do. So tonight, let us ask ourselves: If our children should live to see the next century; if my daughters should be so lucky to live as long as Ann Nixon Cooper, what change will they see? What progress will we have made?

This is our chance to answer that call. This is our moment. This is our time — to put our people back to work and open doors of opportunity for our kids; to restore prosperity and promote the cause of peace; to reclaim the American Dream and reaffirm that fundamental truth that out of many, we are one; that while we breathe, we hope, and where we are met with cynicism, and doubt, and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can.

Thank you, God bless you, and may God bless the United States of America.

About the Speaker: Barack Hussein Obama II (born August 4, 1961) is the 44th and the first African-American President of the United States (2009-2017). His education and experiences in life shaped his view on the 'American Dream'. He strongly believes in the concept that 'man is blessed to live in service to others.' His book *The Audacity of Hope* describes his ideas about how politics and civic life should change in the United States of America. He has won Noble Peace Prize for making efforts to improve international diplomacy as well as the cooperation between people from around the globe.



About the Speech: Barack Obama's speech "Yes, We Can" is delivered on January 8, 2008. It is his victory speech from Chicago when he became the first black president of the United States. It is considered an inspirational speech. Its overreaching themes are 'Hope' and 'Change'. It is addressed with a hope to bring unification among the people. It even enforces change among the people. Obama's use of words such as 'justice, equality, opportunity, and prosperity' empowers Americans to resolve their issues.

The historical situation in which Obama delivered this speech can be divided into two aspects. Firstly, the overall situation in the USA at the time of the 2008 presidential election. Secondly, the specific situation of the primaries for the nomination of a presidential candidate for the Democratic Party. Both these aspects strongly influenced his speech.

Summary: Obama begins his speech with a positive note stating that 'tonight is the answer' for all the doubts and questions which they have in their mind over the years. He says that the world sees a great 'change' in America and in the Americans and the dreams of the founders of America will come to reality soon.

The victory is the answer that stretched around schools and churches and made people wait for three to four hours. They believed that the time and their voices must be different. It is the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Hispanic, Asian, Native American, gay, straight, disabled and not disabled. Today, Americans have sent a message to the world that they are not just a collection of red states and blue states but always were and would be, the United States of America.

Obama says that the victory was built by working men and women who dug into what little savings they had to give \$5, \$10, and \$20 to the cause. He says that the victory grew strength from the young people who rejected the myth of their generation's apathy, who left their homes and their families for jobs that offered little pay and less sleep. It drew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on doors of perfect strangers. It grew strength from the millions of Americans who volunteered and organized and proved that more than two centuries later a government of the people, by the people, and for the people has not perished from the Earth. He humbly says that 'it is not his victory' but 'it is the victory of the Americans'.

Obama believes that the Americans did it because they understood the enormity of the tasks that lie ahead. He says that he knows the challenges that tomorrow will bring.

They are two wars, a planet in peril, the worst financial crisis in a century. He even remembers the brave Americans who are waiting for that night waking up in the deserts of Iraq and the mountains of Afghanistan risking their lives expecting a new change.

Obama mentions the greatest challenges that the Americans will have from that night. He says that new jobs are to be created, new schools are to be built, and climb steep either in a year or in a term. He promises the Americans that they will get there despite setbacks and false starts. He says that he will listen to all and requests them to join in the work of remaking the nation that was built block by block, calloused hand by calloused hand.

Obama says that victory is the only chance for us to make that change. He asks the Americans to summon a new spirit of patriotism, of responsibility, so that they can rise as one nation and one people. He makes the Americans recollect the man who first carried the banner of the Republic Party to the White House with the values of self-reliance, individual liberty, and national unity. He seeks support from whom he has not won the vote. He says that they will defeat those who try to overpower and extend their support who seek peace and security.

Obama narrates a story of Ann Nixon Cooper. He feels that her story should be told for generations. Ann Nixon Cooper is 106 years old. She fought for the women who were silenced and whose hopes were dismissed. She made them stand up and speak out and reach the ballot. She believed the slogan, 'Yes, we can.' She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma. This year, she, like the millions of others, stood in line to cast her vote. She thought that she must make her voice heard in this election as she knew America can change.

Obama closes his speech stating that this is the right time to put all back to work and open doors of opportunity for future generations, to restore prosperity and promote the cause of peace, to reclaim the American dream and reaffirm that fundamental truth, that, we are one and we will respond to all. In the end, he thanks all the Americans, and prays the Almighty God to bless the United States of America.

Barack Obama used a variety of repetition techniques in order to give more power to his statements. He tried to make them more persuasive to the audience. One of them is the anaphora. For instance, 'It's the answer,' 'It grew strength,' 'Let us remember,' 'Yes, we can,' etc., is repeated at the start of every example to reinforce his demand for 'Change'.

Paragraph Questions:

1. What challenges the Americans will have from Obama's victory?

Ans: Barack Obama's speech "Yes, We Can" is delivered on January 8, 2008. It is his victory speech from Chicago when he became the first black president of the United States. It is considered an inspirational speech. Its overarching themes are 'Hope' and 'Change'. It is addressed with a hope to bring unification among the people. It even enforces change among the people. Obama's use of words such as 'justice, equality, opportunity, and prosperity' empowers Americans to resolve their issues.

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2. Who is Ann Nixon Cooper? What does Obama say about her?

Ans: Barack Obama's speech "Yes, We Can" is delivered on January 8, 2008. It is his victory speech from Chicago when he became the first black president of the United States. It is considered an inspirational speech. Its overreaching themes are 'Hope' and 'Change'. It is addressed with a hope to bring unification among the people. It even enforces change among the people. Obama's use of words such as 'justice, equality, opportunity, and prosperity' empowers Americans to resolve their issues.

Obama narrates a story of Ann Nixon Cooper. He feels that her story should be told for generations. Ann Nixon Cooper is 106 years old. She fought for the women who were silenced and whose hopes were dismissed. She made them stand up and speak out and reach the ballot. She believed the slogan, 'Yes, we can.' She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma. This year, she, like the millions of others, stood in line to cast her vote. She thought that she must make her voice heard in this election as she knew America can change.

3. According to Obama, how his victory was built?

Ans: Barack Obama's speech "Yes, We Can" is delivered on January 8, 2008. It is his victory speech from Chicago when he became the first black president of the United States. It is considered an inspirational speech. Its overreaching themes are 'Hope' and 'Change'. It is addressed with a hope to bring unification among the people. It even enforces change among the people. Obama's use of words such as 'justice, equality, opportunity, and prosperity' empowers Americans to resolve their issues.

Obama says that the victory was built by working men and women who dug into what little savings they had to give \$5, \$10, and \$20 to the cause. He says that the victory grew strength from the young people who rejected the myth of their generation's apathy, who left their homes and their families for jobs that offered little pay and less sleep. It drew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on doors of perfect strangers. It grew strength from the millions of Americans who volunteered and organized and proved that more than two centuries later a government of the people, by the people, and for the people has not perished from the Earth. He humbly says that 'it is not his victory' but 'it is the victory of the Americans'.

Scan the QR Code to watch the Speech



With Subtitles



4. Agreeing and Disagreeing

In our daily life, we face many situations at home, at school, at a workplace, with friends, and with strangers, where we express our ‘agreement’ or ‘disagreement’ on the feelings/ opinions/statements expressed by others. Besides these, they play an important role in most discussions. So, learning simple ways to agree and disagree in English will help in improving one’s conversational skills and be able to take part in discussions with native English speakers.

The most common way of agreeing is saying ‘Yes’ and the simplest way of disagreeing is saying ‘No.’ But there are various expressions that substitute these monosyllabic words.

- 1. Expressing Agreement:** It is fairly straightforward as no conflict is involved. But the way we express show the degree of agreement. The following are some of the words or phrases that are used for agreement:

I agree with you	I agree with you hundred percent	Absolutely
That’s true	That’s absolutely true	Exactly
You are right	That’s exactly how I feel	Certainly
That’s right!	I am in complete agreement with	Naturally
I do agree with you	No doubt about that	Correct
Definitely	Undoubtedly	Of course

- 2. Expressing Disagreement:** It is not very pleasant. So, we need to use certain words that will tone down the negative quality of what we say. It involves making contrary statements.

I don’t think so	I am afraid I disagree with you	No way
I totally disagree	I’d say the exact opposite	I beg to differ
I don’t agree with you	Don’t get me wrong if I say	
I am not convinced	I am not so sure about that	
That’s not always true	That’s not always the case	
Not necessarily	Well, I see things rather differently	

Activities:

Read the conversation between A and B, and write whether the statement of 'B' expresses agreement or disagreement:

S. No.	Statement	Agreement / Disagreement
1.	A: Are you still willing to join us? B: Yes, I would like to join you	
2.	A: It is a lovely day, let us go for a walk. B: Excellent idea.	
3.	A: It is really nice to be here. What do you say? B: I am afraid I may not agree with you.	
4.	A: Do you think learning English is very important. B: Absolutely.	
5.	A: Will you buy this dress, if you have extra cash? B: Of course!	
6.	A: English is a more difficult language than Chinese. B: I beg to differ. I feel Chinese is most difficult.	
7.	A: My friend can eat 5 kgs of meat in just one meal! B: No way.	
8.	A: He is looking sick. I don't think he will come with us. B: I agree with you entirely.	
9.	A: Going to gym always keeps us energetic and health. B: That is absolutely true.	
10.	A: We should take a break for 30 minutes and have a coffee. B: I have no objections to that idea.	
11.	A: Cats are more adorable pets than dogs. B: To be honest, I don't agree with that.	
12.	A: Celebrities and other rich people are the happiest people. B: That's not always true.	

Answers:

- | | | | |
|--------------|-----------------|------------------|------------------|
| 1. Agreement | 2. Agreement | 3. Disagreement | 4. Agreement |
| 5. Agreement | 6. Disagreement | 7. Disagreement | 8. Agreement |
| 9. Agreement | 10. Agreement | 11. Disagreement | 12. Disagreement |

5. A Leader should know How to Manage Failure:

Text:

India Knowledge@Wharton: Since our publication is called Knowledge@Wharton, could you tell us something about knowledge?

Kalam: I've written a four-line, poem-like thing called "Creativity." It goes like this: "Learning gives creativity. Creativity leads to thinking. Thinking provides knowledge. Knowledge makes you great." I have made at least a million children repeat these lines. I am very happy that Wharton has created Knowledge@Wharton; it's a beautiful idea. My greetings to all of you.

India Knowledge@Wharton: Perhaps we could begin by talking about your own past. You were born in Rameswaram in 1931. What are the biggest differences between India as it was then and India today?

Kalam: Since then I have orbited the sun 76 times. I have seen when I was a young boy the Second World War coming to an end, and the effect of war and injuries. I saw India attain her freedom in August 1947; I saw the economic ascent phase of India [beginning in] 1991. I have worked with visionaries like Prof. Vikram Sarabhai. I have seen the green revolution, the white revolution, and the telecom revolution; I have also seen the growth of information and communication technologies (ICT), as well as India's successes in the space program and self-sufficiency in strategic weaponry. These are some of the things I have witnessed. Of course, we have a long way to go. Since we have to bring smiles to the faces of more than one billion people, we have many challenges ahead.

India Knowledge@Wharton: After studying aeronautics at the Madras Institute of Technology, you were one of India's top scientists at the Defense Research and Development Organisation (DRDO) and then at the Indian Space Research Organisation (ISRO). You helped launch several successful missiles, which led to your getting the nickname, "Missile Man." What challenges were involved in getting this program going and leading it successfully?

Kalam: I worked for ISRO for about 20 years. My team and I worked to put India's first satellite into space. Then our team took up the Integrated Guided Missile Development Program. These were youthful teams that worked with me, and they have gone on to take up much larger projects. These in turn have led to great value addition in areas such as technology, infrastructure and, above all, human resources.

One of the important lessons I learned in the space and missile program was not just how to handle success but how to deal with failure. Wharton is in the management environment. I would like young people to understand how they should manage failure. In any project you take up, you will face problems. These problems should not become the captain of the project chief; the project chief should be the captain of the problems and defeat the problems.

India Knowledge@Wharton: You were actively involved in India's nuclear weapons tests in 1998. Could you tell us about that experience and the lessons you learned?

Kalam: The main lesson I learned was how multiple technical teams and departments of the government of India could work together for a great mission as an industrial partnership. It was a great experience.

India Knowledge@Wharton: You are known to be deeply spiritual. Did you ever feel conflicted, or guilty, about developing missiles and nuclear weapons? Why, or why not?

Kalam: I realize that for my country's development, peace is essential. Peace comes from strength — because strength respects strength. That is how our weaponized missiles were

born. You need strength to keep the nation peaceful, so that you can focus on the necessary developmental missions. That is how I look at it.

India Knowledge@Wharton: How did you come to become India's President in July 2002? What leadership qualities does one need to lead a country as large, complex and chaotic as India?

Kalam: Well, I won't call India chaotic, because order comes from disorder. That is what is happening now.

I was elected President of India — from 2002 to 2007 — through a well-structured election process. Any leadership — whether it is political leadership or leadership in technology — requires that the leader have six traits. What are these traits?

First, the leader must have vision. Without vision, you cannot be a leader. Second, the leader must be able to travel into an unexplored path. Normally the tendency is for people to travel along well-laid out ways. Third, the leader must know how to manage success, and even more importantly, failure.

India Knowledge@Wharton: Could you give an example, from your own experience, of how leaders should manage failure?

Kalam: Let me tell you about my experience. In 1973 I became the project director of India's satellite launch vehicle program, commonly called the SLV-3. Our goal was to put India's "Rohini" satellite into orbit by 1980. I was given funds and human resources — but was told clearly that by 1980 we had to launch the satellite into space. Thousands of people worked together in scientific and technical teams towards that goal.

By 1979 — I think the month was August — we thought we were ready. As the project director, I went to the control center for the launch. At four minutes before the satellite launch, the computer began to go through the checklist of items that needed to be checked. One minute later, the computer program put the launch on hold; the display showed that some control components were not in order. My experts — I had four or five of them with me — told me not to worry; they had done their calculations and there was enough reserve fuel. So, I bypassed the computer, switched to manual mode, and launched the rocket. In the first stage, everything worked fine. In the second stage, a problem developed. Instead of the satellite going into orbit, the whole rocket system plunged into the Bay of Bengal. It was a big failure.

That day, the chairman of the Indian Space Research Organization, Prof. Satish Dhawan, had called a press conference. The launch was at 7:00 am, and the press conference — where journalists from around the world were present — was at 7:45 am at ISRO's satellite launch range in Srihari Kota [in Andhra Pradesh in southern India]. Prof. Dhawan, the leader of the organization, conducted the press conference himself. He took responsibility for the failure — he said that the team had worked very hard, but that it needed more technological support. He assured the media that in another year, the team would definitely succeed. Now, I was the project director, and it was my failure, but instead, he took responsibility for the failure as chairman of the organization.

The next year, in July 1980, we tried again to launch the satellite — and this time we succeeded. The whole nation was jubilant. Again, there was a press conference. Prof. Dhawan called me aside and told me, "You conduct the press conference today."

I learned a very important lesson that day. When failure occurred, the leader of the organization owned that failure. When success came, he gave it to his team. The best management lesson I have learned did not come to me from reading a book; it came from that experience.

India Knowledge@Wharton: That is a great story; thank you for sharing it.

Kalam: Continuing further with the six traits, the fourth trait is that the leader should have the courage to make decisions. Fifth, the leader should have nobility in management. Every action of the leader should be transparent. And finally, the leader should work with integrity and succeed with integrity.

All the traits apply especially to the President of a country. The President continuously must be in touch with the people. The Rashtrapati Bhavan [i.e., the presidential residence in New Delhi, India's equivalent of the White House] must become the people's residence. When I was President I travelled to every state, cutting across hills, deserts, and seas. I was in touch with millions upon millions of people.

India Knowledge@Wharton: In your vision for India 2020, you envisaged that differences between the urban areas and the countryside would gradually disappear. Could you explain your concept of "PURA" and how that brings about this transformation?

Kalam: The concept of PURA — which stands for "Providing Urban amenities in Rural Areas" — is about giving a cluster of villages physical, electronic and knowledge connectivity. The idea is to empower the villagers, so that economic connectivity can emerge. We planned about 7,000 PURAs for the country — including hill PURAs, coastal PURAs and plains PURAs. I believe that connectivity is the key to bridging the rural-urban divide. The core-competence of the village will enable the production of competitive products for national and international markets. This will lead to rural enterprises which will create jobs in villages and lead to a vibrant economy in India's hinterland. That is how prosperity will emerge in the rural environment.

India Knowledge@Wharton: How can India become energy independent by 2030?

Kalam: Today fossil fuels dominate the energy sector throughout the world. The World Energy Forum predicts that in five to eight decades, the fossil fuels will run out because these sources of energy are not renewable. Also, energy costs will go up. Oil is already at \$110 per barrel, and if this continues, this situation will be very tough to manage.

So, I set a goal of energy independence for my country. It's a three-dimensional approach. First, we should invest in solar power. Today solar power is not economical because the efficiency of solar cells is just 15% to 20%. So we should use CNT (carbon nano tubes) composites that can increase the efficiency of solar cells to 45% or 50%. Second, we should use nuclear energy, because India has abundant thorium based nuclear reactors. This is definitely a clean solution to energy needs. The third focus area should be bio-fuels, including ethanol as well as bio diesel made from jatropha [a plant that grows in wastelands] and algae. These three initiatives can free India from dependence on fossil fuels. It will also help maintain a clean environment.

India Knowledge@Wharton: In your vision for India's future technology plays an important role. How will social grids — such as the knowledge grid, the health grid and e-governance grid — help make India a developed country?

Kalam: The idea is that the knowledge grid empowers the village citizens with skill and knowledge. The health grid brings the super-specialty healthcare that is available in the cities to the doorsteps of rural citizens. And the e-governance grid brings transparent governance to the citizens. All these grids lead to economic growth and social transformation.

India Knowledge@Wharton: During your years as India's president, what was the biggest leadership challenge that you faced and how did you overcome it?

Kalam: I returned the Office of Profit Bill to the Parliament. The reason was that I felt there was no transparent system for determining whether a post was an office of profit. That was a major decision. I studied the bill and returned it to the parliament for reconsideration. It created its own dynamic, but I felt I did the right thing.

India Knowledge@Wharton: If you could rewind and replay your years as President, what might you do differently? Is there anything you wanted to accomplish that you were unable to do?

Kalam: Last year I came up with an idea: I felt I should power the Rashtrapati Bhavan completely with solar power. For that I worked on a proposal after completing four years of my Presidential term — and at the beginning of the fifth year. But then the environmental agencies raised a lot of questions. Before I could answer them, my term ended. I would have liked the Rashtrapati Bhavan to be the first home in India to be powered completely by solar energy.

India Knowledge@Wharton: One last question — you are a gifted poet. Could you please recite some lines of your favorite poem?

Kalam: My favorite poem is “The Vision.” I recited it in Parliament, and I will recite it for you.

*I climbed and climbed
Where is the peak, my Lord?
I ploughed and ploughed,
Where is the knowledge treasure, my Lord?
I sailed and sailed,
Where is the island of peace, my Lord?
Almighty, bless my nation
With vision and sweat resulting into happiness.*

About the Interviewee: Dr. APJ Abdul Kalam (1931-2015) is the ‘missile man’ and ‘People’s President’ (2002-2007). He is widely regarded as a national hero for leading India’s nuclear weapons tests. He is a scientist, teacher, learner, and writer. His lectures have inspired and enlightened many people in the world. He says that “*Life and Time* are the world’s best teachers. *Life* teaches us to make good use of *Time* and *Time* teaches us the value of *Life*.” He is the man who had seen and shown the dream of India’s becoming a super power. Remembering his great contribution to the world of knowledge, the United Nations declared his birthday 15th October as “World Students’ Day” in 2010.



About the Interview: “A Leader should know How to Manage Failure” is an interview with APJ Abdul Kalam by Knowledge@Wharton, a publication of Wharton India Economic Form, Philadelphia. In the one-to-one interview, Kalam has spoken about his career as a scientist, his vision for India’s future, and most importantly the traits which the leaders must-have.

Summary: Since the name of the publication is ‘Knowledge@Wharton’, the interview begins with a question to define ‘knowledge’. Abdul Kalam, answering the question, reads out a four-line poem “Learning gives creativity. Creativity leads to thinking. Thinking provides knowledge. Knowledge makes you great.” He says that he has requested at least a million children to repeat this.

Kalam orbited the Sun seventy-six times in his seventy-six years of age. He witnessed the end of the Second World War and its after-effects. He watched India winning its freedom on 15th August, 1947 from the British Rule while studying in a school. He saw the economic ascent phase in 1992. He worked with visionaries such as Prof.

Vikram Sarabhai, Mr. Satish Dhawan, Dr. Bramh Prakash. He saw ‘Green Revolution’, ‘White Revolution’, ‘Telecom Revolution’, and ‘the growth of ICT’. His involvement in India’s Space Programme gave him a chance to see India’s success in the space programme as well as self-sufficiency in strategic weaponry.

He worked in ISRO for about twenty years. During this period, he and his team took up the task of putting India’s first satellite into space. Later these youthful teams took up much larger projects which greatly added to areas such as technology, infrastructure, and above all, human resources.

The most important lesson that Kalam learned in the space and missile programme is how to deal with failure. He felt that problems are common in any project. But the project chief should be the captain of the problems and defeat the problems. He further said that peace is essential for a country’s development. Peace comes from strength. So, the country should focus on the necessary developmental missions to gain that strength.

A leader requires six traits. They are a) the leader must have a vision, b) the leader must be able to travel into an unexplored path, c) the leader must know how to manage success, and even more importantly, failure, d) the leader should have the courage to make decisions, e) the leader should have nobility in management, and f) the leader should work with integrity and succeed with integrity. All these traits are mostly applicable to the President of a country. He must continuously be in touch with millions of people.

Kalam cites an example to explain how leaders should manage failure from his personal experience. In 1979, Kalam and his team launched the “Rohini” satellite taking approval from the expert team. In the first stage, everything worked well. But in the second stage, a problem developed. The satellite did not go into orbit instead it plunged into the Bay of Bengal. It was a big failure. Prof. Satish Dhawan, the then ISRO Chairman conducted the press conference and took responsibility for his failure. He said that the team worked very hard but failed as it needed more technological support. He assured the media that in the succeeding year, the team would definitely succeed. That day, I was the project director and it was my failure. But Prof. Dhawan took responsibility for the failure as the chairman of the organization. Next year, in July 1980, Kalam and his team launched the satellite and became successful. It was really a proud moment. At this time, Prof. Dhawan called me and told me to conduct the press conference. That day, I learnt the best management lesson ‘how to manage failure’. The lesson is “when a failure occurs, the leader should own that failure and when success comes, the leader should give it to his team.”

Kalam visioned that the differences between the urban areas and the countryside would gradually disappear by vision 2020. He believed that the concept of PURA (Providing Urban Amenities in Rural Areas) empowers the villagers. It was the key to bridging the rural-urban divide. Through this, the core competence of the village enables the

production of competitive products for national and international markets. This, in turn, creates jobs in villages, increases the economy, and prosperity emerges in rural areas.

Kalam opined that fossil fuels dominate the world at present. But in the next five to eight decades the fossil fuels would run out as they are not renewable. Naturally, the situation becomes very tough to manage. So, he designed a three-dimensional approach to the independent country from such a situation. First, the country should invest in solar power. In fact, he dreamt of converting the Rashtrapati Bhavan completely with solar power. He even designed a proposal to complete the task in his Presidential term. Second, the country should use nuclear energy because India has abundant thorium-based nuclear reactors. Third, the country should focus on using bio-fuels, including ethanol as well as bio-diesel made from jatropha (a plant that grows in wastelands) and algae (small plants that grow in or near water). These three initiatives not only free India from dependence on fossil fuels but also help in maintaining a clear environment.

Kalam expressed his idea on social grids such as the knowledge grid, the health grid, and the e-governance grid. He strongly believed that these grids lead the country towards economic growth and social transformation. He felt that the knowledge grid empowers the village citizens with skill and knowledge. The health grid brings the super-speciality healthcare that is available in the cities to the doorsteps of rural citizens. The e-governance grid brings transparent governance to the citizens.

Kalam's interview ended with the recitation of his favourite poem entitled "The Vision." The lines are:

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I ploughed and ploughed,
Where is the knowledge treasure, my Lord?
I sailed and sailed,
Where is the island of peace, my Lord?
Almighty, bless my nation
With vision and sweat resulting into happiness.*

Paragraph Questions:

1. Explain how Kalam defines the word 'knowledge'.

Ans: "A Leader should know How to Manage Failure" is an interview with APJ Abdul Kalam by Knowledge@Wharton, a publication of Wharton India Economic Form, Philadelphia. In the one-to-one interview, Kalam has spoken about his career as a scientist, his vision for India's future, and most importantly the traits which the leaders must-have.

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2. What are the fields in which Kalam has seen progress during his lifetime?

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3. What are the traits that Kalam mentions a leader should have?

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A leader requires six traits. They are a) the leader must have a vision, b) the leader must be able to travel into an unexplored path, c) the leader must know how to manage success, and even more importantly, failure, d) the leader should have the courage to make decisions, e) the leader should have nobility in management, and f) the leader should work with integrity and succeed with integrity. All these traits are mostly applicable to the President of a country. He must continuously be in touch with millions of people.

4. What example did Kalam give to explain how leaders should manage failure?

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Scan the QR Code to Watch this Interview



Unit – V: Soft Skills

1. SWOC

SWOC Analysis is a great tool to assess oneself in order to plan the career. As Confucius says, “Do a job you love, and you will never have to work a day in your life.” The tricky part in our life is to find the right job you love and that matches your skill set and, of course, pay well. This is where a personal SWOT / SWOC analysis comes in handy.

SWOC stands for Strengths, Weaknesses, Opportunities, and Challenges. One can use this tool to assess himself, to compare with others, and also to find career growth opportunities.

Strengths: The first step is to list down the strengths. Knowing these will help in your academics as well as in your profession. Here are few questions to ask yourself.

- a) What are the required skills that makes you stand out from the rest? For example, communication skills, leadership skills, confidence, etc.
- b) What are the areas in which you have expertise that makes a difference from the others?
- c) What do others think about your strengths?

Weaknesses: The second step is to identify your weaknesses. As mentioned earlier SWOC is used by individuals to assess and improve, identifying weaknesses is the best way to improve yourself. This also helps you to be prepared to answer or encounter them if they come up during your performance. Ask yourself these questions when filling this.

- a) Do you have the necessary skills/qualifications to be successful in your current or future roles?
- b) Do you have bad habits? For example, frequently getting late, poor communication skills, indifferent time reporting etc.
- c) What other traits can you improve to be more efficient?
- d) What do others think of your weaknesses? Even if you don't consider it as a weakness?

Note: Be honest and realistic when answering the questions. It's after all a self-assessment

which only you will see. Use it as a stepping stone for future improvement.

Opportunities: The third step is looking at the opportunities. We often miss opportunities without noticing them. Opportunities come in different shapes and forms. Sometimes we identify and sometimes we may not. So here are few things to be looked out to identify or grab the opportunities.

- a) Is there any significant changes/advancements in you from which you can take advantage of it?
- b) Is there a new technology or trend that you can make use of in the future?
- c) Is a new position advertised in newspapers matches your skill set?
- d) Is there a new project in your concern that you can join which will benefit your career?
- e) Can acquiring new skills give you a competitive advantage? For example, when you get a job in Northern states, knowledge on Hindi other than your mother tongue is an advantage.

Challenges: The fourth step is challenges in life. When doing a personal SWOC analysis you need to think of yourself as a company or a product and assess yourself against others. This way it makes easy for you to identify threats / challenges. So here's how to identify threats / challenges.

- a) Is one of your peers doing a better job than you in a similar role? Are both of you fighting for the same position?
- b) Is popularity of new technologies or demise of old technologies threatening your career?
- c) For example, it is common for software engineers' careers to become stale because they
- d) didn't spend the time to learn the latest technologies.
- e) Are your personal traits hurting your career advancements?
- f) What are the obstacles that prevent you from achieving your targets? Are they at work or in your personal lives?

Paragraph Questions:

1. Define SWOT / SWOC Analysis?

Ans. SWOT / SWOC Analysis is a great tool to assess oneself in order to plan the career. As Confucius says, "Do a job you love, and you will never have to work a day in your life." The tricky part in our life is find the right job you love and that matches your skill set and of course pay well. This is where a personal SWOT / SWOC analysis comes in handy.

SWOC stands for Strengths, Weaknesses, Opportunities, and Challenges. One can use this tool to assess himself, to compare with others, and also to find career growth opportunities. The first step is to list down the strengths. Knowing these will help in your academics as well as in your profession. The second step is to identify your weaknesses. As mentioned earlier SWOT is used by individuals to assess and improve, identifying weaknesses is the best way to improve yourself. This also helps you to be prepared to answer or encounter them if they come up during your performance.

2. What are the advantages of conducting a personal SWOC analysis?

Ans. The main purpose of a SWOC is to promote the identified strengths, reduce weaknesses, exploiting the opportunities and having contingency plans to minimize threats. There are many benefits and advantages of using SWOC Analysis for personal development. It is good for your success and betterment. Some of the most common benefits of conducting a personal SWOC analysis have been mentioned below.

- a. Helps to develop strategies to attain your goals.
- b. You can be better than your friends and colleagues.
- c. Shows where you currently stand on the path of success.
- d. Measures your scopes of reaching desired goals.
- e. Boosts your career, life and personality.
- f. Helps to better understanding of ourselves.
- g. Maximizes your strengths and diminishes your weaknesses.
- h. Explores and also enhances your soft skills and hard skills.
- i. It helps you understand your preferences and personality traits.
- j. Focuses on your attitudes, abilities, skills, capabilities and capacities.

2. Attitude

Old Testament Story – The Story of David, a Man of Positive Attitude)

Saul was the King of Israel. He had been disobeying God. So God asked Samuel to go to Bethlehem and bring a man Jesse, who had eight sons. God also said that “one of them be the next king.” Jesse brought his sons, but none of them God had chosen either. Samuel asked Jesse, “Have you brought all sons.” Jesse replied “I have one son left named David, he’s the youngest and he’s out looking after the sheep. I will bring him here to meet you.”

As soon as Samuel saw him, the Lord spoke to him and said, “He is the one.” So, Samuel anointed him with oil which was a special way of promising him that he would be the next king. And from that day on the power of the Lord was with David. David continued to take care of his father’s sheep in the fields. When he didn’t have much to

do in the field, he played instruments, and wrote songs and poems that you can find in the book of Psalms in your Bible.

One day, the Philistines gathered their army for war against Israel. The problem with the Philistines was that they had many giants. The two armies faced each other, camped for battle on opposite sides of a steep valley. Goliath, a Philistine giant, who was nine feet tall, wore 58 kg armour and carried a big spear, came out each day for forty days, mocking and challenging the Israelites to fight. King Saul, the tallest man in Israel, and the whole army were terrified of Goliath.

At this time, David was sent to the battle lines by his father to bring back news of his brothers. David was probably just a young teenager at the time. There David heard Goliath shouting "Is there anyone who can fight with him." And he saw the great fear stirred within the men of Israel. Then David responded, "I will fight this giant Philistine." At first, Saul did not accept. But later, he finally agreed to let David fight against the giant.

Saul dressed David in heavy armour to protect him from Goliath but David took it off. It was so heavy he could hardly walk and he knew that God would keep him from harm. Instead, David went to a stream nearby and found five smooth stones, put them in a pouch around his waist, and with his sling he went to Goliath.

As David approached Goliath, Goliath looked at David and thought it was a joke. Goliath thought that he could easily beat David and it was funny that Saul would send a small boy to fight him. He even cursed at him, hurling threats and insults. But David said to him without fear, "You fight with a sword and I come with God on my side and today everyone will know that there is one true God in this land."

Goliath didn't care what David said and he moved closer to attack him, David ran quickly to meet him. Reaching into his pouch he pulled out a stone, put it into his slingshot and shot it at Goliath. The stone had hit him right on the forehead. As a result, Goliath fell to the ground. David then took Goliath's sword, killed him and then cut off his head. When the Philistines saw that their hero was dead, they turned and ran. From that day, David became a hero to all the people in Israel.

Attitude of David in the Story:

- ✓ Why did they wait 40 days to begin the battle? Probably for several reasons. Everyone was afraid of Goliath. He seemed invincible. Not even King Saul, the tallest man in Israel, had stepped out to fight.
- ✓ David chose not to wear the King's armor because it felt cumbersome and unfamiliar. David was comfortable with his simple sling, a weapon he was skilled at using.

- ✓ God will use the unique skills he's already placed in your hands, so don't worry about "wearing the King's armor." Just be yourself and use the familiar gifts and talents God has given you. He will work miracles through you.
- ✓ David's faith in God caused him to look at the giant from a different perspective. Goliath was merely a mortal man defying an all-powerful God. David looked at the battle from God's point of view. If we look at giant problems and impossible situations from God's perspective, we realize that God will fight for us and with us. When we put things in proper perspective, we see more clearly, and we can fight more effectively.
- ✓ When the giant criticized, insulted, and threatened, David didn't stop. Everyone else cowered in fear, but David ran to the battle. He knew that action needed to be taken. David did the right thing in spite of discouraging insults and fearful threats. Only God's opinion mattered to David.

Paragraph Questions:

1. What do you mean by Positive Attitude?

Ans. Our life is a reflection of our attitude. Our attitude determines how we live our life. Michael Jackson says, "If you want to make the world a better place to live, take a look at yourself and make a change." John Mitchell says, "Our attitude towards life determines life's attitude towards us."

A positive attitude can impact every aspect of our lives. People with positive attitude always remain happy, more resilient, better decision-makers, and perform well at many levels than those with a negative attitude. Positive attitude says "We can achieve success." Negative attitude says "we cannot achieve success." Positive approach to life situations and challenges increases the chances of success in any endeavour. From the story of David and Goliath, we easily learn how a man of positive thinking can impress upon, convince people, overcome hurdles, exhibit our courage, and become successful in life.

2. What are the benefits of a positive attitude?

Ans. There are many benefits, if one has a positive attitude. They are a) A positive attitude brings optimism into life, b) It removes worries and negative thinking, c) It helps in achieving goals and attain success, d) It leads to happiness and success and can change whole life, e) It increases faith in our abilities and brings hope for a brighter future, f) It would bring constructive changes into life, g) It gives the strength not to give up when we encounter obstacles, h) It enables us to show self-esteem and confidence, i) It generates simple and creative solutions, j) It removes fear from your mind, k) It is a contagious, l) It is a continuous process, and above all k) It makes us shine like the stars in the sky.

3. What are the tips for developing a positive attitude?

Ans. The following are some of the tips for developing a positive attitude: a) Choose to be happy, b) Spend time with people who are optimists rather than pessimists, c) When negative thoughts enter into mind, just refuse them by substituting with happy moments and thoughts, d) Look at the bright side of life, e) Always try to be optimistic, f) Find reasons to smile more often, g) Have faith in yourself, and believe that there is a guiding force which will definitely help you, h) Associate yourself with happy life, i) Read inspiring stories, j) Read inspiring quotes, k) Relish small pleasures, and l) develop an attitude of curiosity to learn new things.

3. Emotional Intelligence

Emotional Intelligence (EI) is an ability to understand, interpret one's own emotions and as well as others' and responding appropriately to them. Be it a work place or be in an educational institution, or in a family / friend's circle, Emotional Intelligence is very important.

In the busy schedule of attending classes, tutorials, coaching classes, assignments and exams most of the students are failing to understand others' emotions. They are even forgetting to take care of their own mental health and emotions.

Our education has always emphasised on academic results. It judges everything based on the marks. Students believe that securing highest marks will bring success to their life. Unfortunately, some students who perform very well in schools and called as best students are not able to handle the pressure in the colleges. This is because they are not taught how to handle pressure or emotions.

Emotions do affect how and what they learn. Being more aware of their emotions and reaction to it will help them manage the stress. Once they learn to understand their emotions, they will be able to communicate better.

Here are a few tips to enhance Emotional Intelligence

- a) **Self-awareness** – Identify your emotions; ask “How am I feeling today.” Put a name to that emotion. Take a couple of minutes and think through as to what made you feel that way. Also identifying what thought led to this emotion will help us to understand the reason for the way we feel.
- b) **Empathy** – Start observing others emotions, respond to others in a way that you would want someone to respond to you. Try to put yourself in other shoes and understand their perspective. Being empathetic will help you handle the situations well.

- c) **Communication** – It plays an important role in developing and maintaining good relationships. Developing quality relationships has a very positive effect on all. The ability to express personal concerns without anger or passivity is a key asset.
- d) **Dealing with Exam Stress** – Stress is not always bad. Stress is just emotional strain and body's response to demanding circumstances. There are 2 kinds of stress Eustress (positive stress) and Distress (negative stress), Eustress (beneficial stress) is positive, short-term, and motivates us to do better. It focusses on our coping abilities and energies and help us improve our performance.

Positive stress comes from the anticipation of pleasurable events such as falling in love, participating the game, joining a new class etc. This might cause some physical symptoms but it's generally the excitement.

Distress is a negative stress which causes anxiety or concern, decreases performance. It is perceived as outside of our coping abilities. This can lead to mental and physical problems. This comes as a feeling of being attacked emotionally or physically. Problems at school, a death of a family member, losing the loved ones are some of the examples of negative stress.

The stress felt during exams is a natural reaction for your mind to get in the "preparation and performance mode." It turns into anxiety and distress when you add the pressure of expectations to it, leading to fear of failure. So, stop interpreting all stress as bad – if the upcoming exam is stressing you up accept it and work towards them. Believe in yourself. If you have already finished studying, great!! Just calm down and revise. If you haven't finished yet no problem pick up the books and focus on the important chapters and solve the sample question papers.

Get enough sleep, eat healthy diet, drink enough water and take a break. Exams are not end of everything; don't let that get to you too much.

4. Netiquette: The word 'netiquette' is a combination of 'net' (from internet) and 'etiquette.' It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups.

Netiquette refers to 'etiquette for the net.' It simply means the use of good manners in online communication such as e-mail, forums, blogs, and social networking sites to name a few. Netiquette helps you prevent identity theft and other types of cybercrime by safeguarding your personal information and protecting your communications. Netiquette also helps you book appointments more smoothly, develop relationships more effectively, and find information more quickly.

Therefore, it is important to follow the rules of netiquette to make sure how sound, respectful, polite, and knowledgeable you are when you post information in online.

Here are some netiquette rules taken from different sources such as Shea's (2004) online book, *Netiquette*. They are very much helpful while posting information on social media and email writing. The following are a few basic rules of netiquette:

1. **Represent yourself well:** Self-presentation is crucial online, because of the lack of visual cues. Your word and punctuation choices matter, so make every stroke count. To make friends or develop networks, be friendly, polite, and engaging — just as you would be in real life.
2. **Use respectful language:** Avoid typing all capital letters. Using all lowercase is fine on social media platforms or forums as long as you're consistent — just don't go back and forth between all lowercase and proper capitalization. In professional settings, use proper capitalization (and proper grammar more generally).
3. **Be careful with sarcasm:** Sarcasm relies on tone of voice, body language, facial expression, and gesture — all are omitted when communicating online. A well-intended joke can be perceived as confusing or downright insulting without clarity. To make your sarcasm clearer, use "irony punctuation" or emojis that contradict the statement, italics to emphasize tone, "jk" for "just kidding," or even an explicit "/s" at the end of your comment.
4. **Check your grammar:** Friends might not care about proper grammar, but employers and colleagues do. Avoid heavy slang, unusual acronyms, abbreviations, alternate spellings, and other internet shorthand when communicating in a professional capacity. Though it may seem more natural to communicate this way online, it can come across as impatient and immature in professional settings.
5. **Respect other people's privacy:** Digital privacy is just as important as physical privacy. Confirm with the sender before forwarding an email to someone else — they may have intended it for your eyes only. The Bcc (Blind Carbon Copy) option hides email addresses from recipients, so use it in mass emails if you're unsure of the group's social dynamics.

Ask someone before tagging them in your social media posts. No one wants an unflattering photo spread among people they don't know, and some people might be social-media shy in general. Posting without consent can be a huge breach of someone's privacy and security. Don't share anyone's social media contact without their consent.

6. **Follow the rules:** Just like real-life hangouts, every internet subculture has their own core rules and definitions of netiquette. If the rules are implicit, ask around for a while to get the feel for the proper netiquette policy. If the rules are explicit, they'll be posted somewhere clearly. Rules might include acceptable topics to discuss, formatting procedures, link policies, or just a general code of behaviour.
7. **Fact check:** It's embarrassing to get facts wrong, and it can cause others to stop trusting you or stop communicating with you completely. Getting accurate

information is a hard-wired human preference, and being misinformed can really hit a nerve. Research thoroughly before making factual claims online. Some quick googling and linking to source websites build trust with others.

Fact-checking works the other way too. Always verify what others claim to be true and learn to evaluate their sources. Keep yourself safe and learn how to spot fake apps and programs, fake news, and other false information online.

8. **Respect people's time and boundaries:** The exciting urge to share something is natural, but sending long YouTube videos or articles to others constantly can be imposing. Pick and choose your moments, or explain why you feel the other person might enjoy it. Don't take it personally if the person doesn't check it out or report back — instead, consider they may have other preferences or might be busy too.
9. **Respond as promptly as you can:** It's annoying when someone expects you to respond to a text or email immediately, but it's just as annoying when you write to someone and they take forever to respond, or don't reply at all. If you have exchanged emails with someone, the expectation is that email correspondence is OK, so not responding can be hurtful or rude.

If the other person writes a particularly long message, tell them you'll respond soon — don't simply ignore the message. If you're uncomfortable with long exchanges, say so and the other person should adapt. If you don't like the pressure of someone knowing you've already seen their message, you can turn off the chat receipts in most messaging apps.

10. **Keep your information up to date:** Update your profile information, especially if you're not in contact with lots of old friends or acquaintances. A simple update is a nice way to show you care about those you may have lost touch with. It can open the door to catching up with old friends, or be a good reason for someone to send you a friendly message or networking opportunity.
11. **Send files properly:** Don't send or attach large files directly, since you never know what kind of storage space or internet connection other people have. Use a cloud service or a personal site, especially if you want to share lots of files. If you have to send sensitive files, use some of the best encryption software to keep them safe. Protect files with passwords to show the recipient you care about their digital safety.

Don't share inappropriate material and consider the recipients and their expectations accordingly. Online etiquette for students, especially when file sharing, is especially important — sharing the wrong file in the wrong place can get you in big trouble.
12. **Be forgiving:** One of the most important netiquette rules is to forgive others' mistakes. Internet technology netiquette norms can be confusing — we all learn web etiquette as we go along. What we say online feels permanent, which makes us all uneasy. No one wants a rushed, misinterpreted statement hanging over their heads forever, so have compassion for others if you want it extended to yourself.

Netiquette Rules for College Students:

1. When typing *never* write in all capital letters. If you do it will look like you are screaming.
2. People make judgments and decide what sort of a person you are based on what you tweet or post. So, think before you post and prove yourself to be a person with integrity.
3. Be cautious while posting any information as the internet is public and anybody can see your posts.
4. The Internet can be a boon or bane. The information that you find may or may not be true. So, be careful while taking information and verify whether it is true before you use it.
5. Don't plagiarize. Someone spent a long time coming up with their content. When you borrow something from someone, give them the credit. Site their name or their site. Give the site when you have got your information.
6. Use proper quotes and always use the whole quote. Don't take quotes out of context and don't be selective about which part of the quote you want to use.
7. Watch your language.
8. Avoid overuse of emoticons (cute little smiley faces). They really lose their cuteness when overused and tend to irritate people.
9. Don't steal those photographs off the web even if they are a perfect fit for what you need. Get permission or give credit to them.

Following these simple guidelines, you will keep your internet connections happy and allow for more “social” interactions. Manners go a long way in saying who and what you are.

Netiquette / Social Media as a Learning Tool: Social media is an ingrained part of today's society. Students spend most of their free time on Facebook, Twitter, Blogs, and other social websites. So, a teacher can integrate social media to bring the real world into the classroom. The following are some of the ways to use social media:

1. Create a Facebook/WhatsApp group for your class. Post notes to remind them about their assignments. Post links pertaining to the curriculum. Set discussion topics every week. Allow and encourage the students to ask any question they have. Ask the students to share their views.
2. Ask the students to create blogs to exhibit their talent and creativity by writing articles. Use blogging for homework assignment submission.
3. Use YouTube to show videos about the topics prescribed in the curriculum. Ask students to watch lectures and resources before entering the classroom

5. Interpersonal Skills

Interpersonal Skills are the skills that one uses in every day life while communicating with others. They include a wide range of skills, especially Communicational Skills. They build healthy relationships. They help to review to review one's own personality. They can be used in a group to bring the best out of others. They enhance employability. They also include the ability to control and manage one's emotions.

It is no exaggeration to say that interpersonal skills are the foundation for success in life. People with strong interpersonal skills tend to be able to work well with other people, either in teams or groups. They communicate effectively with others, whether family, friends, colleagues, customers, and clients. They also have better relationships at home and work. So, these skills are sometimes called Social Skills, People Skills, Soft Skills, or Life Skills.

Interpersonal Skills for Students: Interpersonal Skills help the students to connect with people and benefit their personality development too. Generally, students learn these skills at the institution itself with their teachers and classmates. However, still some students lack interpersonal skills due to their introvert nature.

Types of Interpersonal Skills for Students:

1. **Listening** – Students need to pay proper attention to the teacher in the class by active listening. Generally, teachers give notes and important points orally and only if students are listening attentively that they will be able to raise their doubts and ask their teachers.
2. **Verbal Communication** – students need to learn to speak/talk with their teachers in order to express themselves.
3. **Non Verbal Communication** – this is also a part of communication and it refers to gestures, sign language, facial expressions and body language.
4. **Teamwork** – it includes students participating in group activities and coordination among them to reach their objective/goal.
5. **Creative Thinking** – throughout their schooling, students are required to work on assignments, projects and also, they participate in events/competitions outside school too, so students need to excel their creative thinking to be successful at every level.'
6. **Helping Others/Empathy/Sympathy** – students need to be understanding of others feelings bet it their teachers, parents, classmates and friends as it helps them build good relations with them and they too get support from them whenever they face any difficulty or need help.
7. **Humour/Social/ Persuasive**– students need to be socially available to their friends and family as it helps them improve their personality as well as trust in their relationships.

8. **Leadership** – Whenever students are required to perform group activities, they need to confidently participate in every task for their team and also be able to lead/direct their team members in the achievement of their goals.
9. **Patience** – Generally, lack of patience makes students give up on their task/studies/work easily. So, it is very important for every student to learn patience to track of their goals.
10. **Public Speaking** – students need to learn public speaking and they can improve this by participating in various activities like debates, group discussions, recitation, and spelling competitions etc. It improves their confidence and helps them in connecting with people.

Importance of Interpersonal Skills for Students

1. It helps them **ask their doubts** from teachers and **learn better**.
2. Helps in building **good relationships** with their peer group, teachers, family members and society.
3. Boost their **confidence** and **personality development**.
4. Helps them **express their thoughts/ideas and feelings** to their parents, teachers or classmates to get **help/support**.
5. Improves their **social status** as they interact and entertain their friends and acquaintances.
6. It helps them **value the diversity, individual respect and different customs** in the society.
7. With better **soft skills**, a person is considered more **ethical** and gets **respect in society**.

Students' Interpersonal skills not only help them in their education/school life but throughout their career too. As students develop their interpersonal skills during school, it becomes a part of their behaviour and helps them interact with people from different sectors. Employers too consider student interpersonal skills an important factor in selecting a candidate. Hence, interpersonal skills increase chances of employability and a successful career and life.

Tips to improve Interpersonal Skills:

- a. **Listen with an expansive mind:** Listen others with hope, curiosity, and compassion as listening lies at the centre of healthy social relationships. Listening for opportunities to deepen and strengthen relationships with an irate parent, a disrespectful student, or a contentious colleague.
- b. **Pay attention to body language:** Nonverbal communicates may communicate more than the words do as one uses pitch, pace, and body language. Often one must examine one's own nonverbal expressions and consider how others interpret. Therefore, one must start focusing one's attention on nonverbal clues. One can

build community by simply heightening one's awareness on body language and observing the body language of others.

- c. Expand cultural competence:** Cultural competence is the ability to understand, appreciate, and interact with people representing difference cultures. One should have the ability to navigate cross-cultural differences in order to do something. A good cultural competence helps building strong communities. Regardless of our gender, caste, or socioeconomic background, people must need to cultivate cultural competence if at all they truly want to create healthy communities.
- d. Address conflict:** Conflict can either strengthen or undermine a community. It is always important to learn how to address the conflict. To manage interpersonal conflict, one must a) deal with it, b) think it thoroughly, c) take it out face to face, d) use a mediator if necessary, e) apologize when appropriate, f) work maximum to minimize conflict, and g) work on your own communication skills, and h) avoid troublemakers as much as possible.
- e. Practice empathy:** Putting oneself in the position of another person allows understanding others/situations from a different perspective. When others understand you, they tend to be less combative and try to understand you. Do not criticize others without knowing much about others or the issue.
- f. Be a team player:** One should involve themselves in the work along with others. Engaging ourselves in the work creates wonders. Praising others for their good work builds interpersonal skills.

Unit – I: Basics of Communication

1. Nature of Communication

The word ‘communication’ has come from the Latin term ‘communicare’ or ‘communico’ both of which mean ‘to share.’ Communication is the exchange of information between two or more persons. It is the activity of conveying meaningful information. It is an act of using words, sounds, and signs to express one’s ideas, thoughts, feelings, etc. It is a network of interactions between the sender and receiver. It requires a sender and a receiver (Two-way process). The sender sends the message to convey his ideas. The receiver receives, understands, and provides feedback to the message.

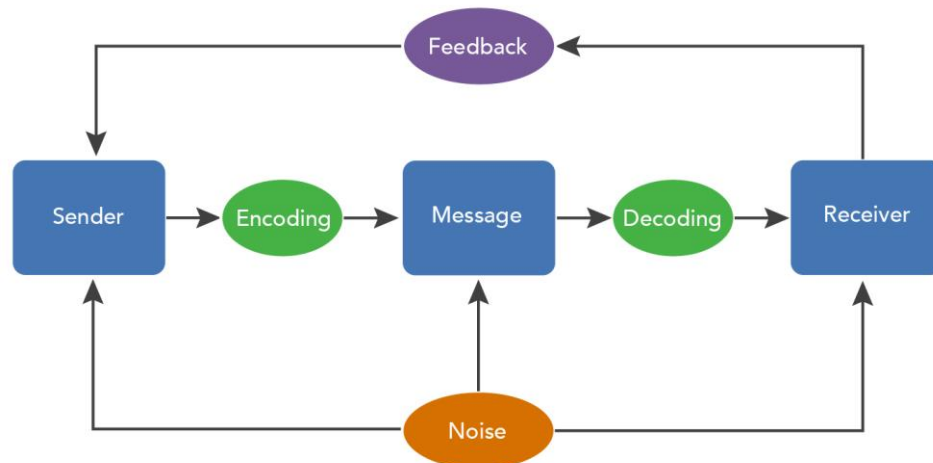
Communication enables human beings to acquire, exchange, store, retrieve, and process information. It is goal-oriented and should have a predetermined objective. In a nutshell, it is a means of connecting people or places. Sometimes, while communicating, there are chances of misunderstandings that may occur due to misinterpretation of the message.

Importance of Communication: Communication is the process of exchanging information between two or more people. It is an essential part of human life, and it is important in both our personal and professional relationships. It is important for a number of reasons:

- *It allows us to build and maintain relationships.* When we communicate effectively, we are able to connect with others. We can share our thoughts and feelings and can learn the thoughts of others too. This helps us to build trust and understanding, and it can lead to stronger relationships.
- *It allows us to collaborate and achieve common goals.* In order to work together effectively, we must be able to communicate properly, receive feedback, and resolve conflicts, if there are any. Communication is essential for teamwork and collaboration.
- *It allows us to learn and grow.* When we communicate with others, we are exposed to new ideas and perspectives. This can help us to learn and grow as individuals. It can also help us to become more creative and innovative.
- *It allows us to make a difference in the world.* By communicating our ideas and experiences to others, we can raise awareness about important issues and inspire people to take action. We can also use communication to build communities and make the world a better place.

2. Process of Communication

Communication is the process of meaningful interaction between two persons or more. Three factors are essential for communication. They are Sender/ Encoder, Message/Information, and Receiver/Decoder. The following diagram shows the steps that are involved in the process of communication to have effective communication.



- a) **Ideation:** Ideation means the formation of ideas. The sender who intends to convey the message must have ideas in his mind. He has to arrange those ideas properly before he sends them. He must also keep in mind that the receiver receives those ideas through an appropriate channel. If he fails to convert the ideas into words, the receiver cannot understand. This leads to communication failure.
- b) **Encoding:** This is the subject matter of the sender's communication. This may be an opinion, feelings, views, orders, or suggestions. To convey his ideas, the sender requires certain symbols such as words, actions, gestures, pictures, etc. The conversion of the subject matter into these symbols is called the process of encoding. These symbols must be understandable to the receiver. If the receiver fails to receive these symbols and understands what the sender is sending again the process of communication fails.
- c) **Message:** The sender must choose an appropriate channel to send the required information. Channels of communication include speaking, writing, video transmission, audio transmission, electronic transmission through emails, text messages, and faxes, and even nonverbal communication, such as body language. Depending on the channel, the sender must use the medium that suits best to the channel. If he selects an inappropriate channel, the message doesn't reach the receiver. If he doesn't receive it, he cannot decode the message. This results in communication failure.
- d) **Decoding:** The person who is receiving the message is called the Receiver. He must be able to decode the message. He has to understand the message in the best possible manner if he wants to respond to the words of the sender.

The receiver, after receiving the message, must try to convert the symbols in such a way that he should get the exact meaning of those symbols. Then, he has to interpret those symbols and provide feedback to the sender. This kind of process is known as Decoding.

- e) **Feedback:** Receiving a response from the Receiver completes the cycle or process of communication. This is known as Feedback. In feedback, the Receiver becomes the Sender and the Sender becomes the Receiver. It ensures that the receiver has received the message and understood it in the same sense as the sender meant it. It is the most essential step in the entire communication process.

All the above steps are interconnected with one another. Failure in any of the above steps will lead to communication failure. For example, if the sender's voice is not clear or the waves could not transmit his message properly or he doesn't have control over the medium, it breaks down communication. If the listener is unable to receive the signals or he could not understand those sounds or he doesn't know how to respond, communication doesn't take place. In a nutshell, unless the entire process doesn't function properly, communication cannot be done successfully.

3. Principles of Communication

In 1952, Prof. Scott M. Cutlip and Allen H. Centre came out with seven principles of communication in their seminal book entitled "Effective Public Relations" that may help everyone to communicate more effectively. The 7 Cs stand for **Clear, Concise, Concrete, Correct, Coherent, Complete, and Courteous**.

- a) **Clear:** Communication has to be clear and specific. Be clear about the objective and the purpose of the message. Brief what you want to communicate and work towards that. Present one idea at a time making it easier for the recipient to understand.
- b) **Concise:** The message must be short and to the point. Do not use unnecessary words or sentences. Avoid repeating the same point/idea in different ways. Concise communication engages the audience and promotes a better understanding of the message. It also makes the recipient focus on the key points without any distractions.
- c) **Concrete:** Effective communication happens when the message is supported by facts and figures. Concreteness in communication is about answering questions timely and consistently. It is always better to provide real-life examples instead of discussing general scenarios or theories. Concreteness fosters effectiveness in communication because the listeners get a more comprehensive overview of the message and its implications.

- d) **Correct:** Check the information that you are providing is accurate. If it is in written communication, ensure that it is free from grammatical and spelling errors. Recheck whether the technical parts of your content are understandable by the person receiving the information. Use the appropriate register that the audience can easily relate to and understand. Preparation will help here to make sure what you are communicating.
- e) **Coherent:** Make sure your message flows well and is logical. All the points you make should be linked to the main topic. They should help you to deliver the objective you originally set out to achieve. Make sure the tone of the message is the same throughout.
- f) **Complete:** The message should include all the information that the recipient needs. It should help the audience to evaluate the content, solve a problem, and come to a certain decision. Complete communication reduces the need for follow-up questions and answers. It improves the quality of the overall communication process.
- g) **Courteous:** Courtesy in communication implies being respectful towards the recipient's culture, values, and beliefs. The message must be polite, professional, friendly, open, and honest. Such communication has a positive impact on the overall communication. It even prompts a more constructive approach to the conversation.

By following these 7Cs of Communication, one can improve one's communication skills and become more effective in personal and professional life.

4. Barriers to Effective Communication

The communication is not always simple and smooth. We often hear about a 'communication gap.' There are many reasons why communication fails. The problem or barrier to communication can occur at any point – the sender, the receiver or the medium. It can also occur due to some external factor like a technical problem or noise. These are the following common barriers of communication.

- a) **Language/Semantic/Linguistic Barriers** – The sender sends the information in one language, for example, English, but the receiver doesn't know the language. Sometimes both the sender and the receiver know English. But the sender passes on the information using difficult words which makes the listener fail to understand what the speaker is speaking.
- b) **Psychological Barriers** – The psychological state of the speakers will influence how the message is sent, received, and understood. For instance, if the sender/speaker is stressed due to personal problems, s/he may not convey his message properly. Anger is another example of a psychological barrier to communication. For example, if the sender is in the mood of anger, s/he shows the

same emotion on the listener sometimes. As a result, the listener misinterprets and understands something else.

- c) **Physical Barriers** – The geographic distance between the sender and the receiver is an example of a physical barrier. Communication is generally easier over shorter distances. If there is too much distance between the sender and the listener, both fail to understand what the other is speaking.
- d) **Systematic Barriers** – Systematic barriers to communication may exist in organizations. The sender may have a physical problem, for example, a speech disability. For example, if the employees in an organization lack understanding and responsibilities, they fail to share their ideas meaningfully.
- e) **Attitudinal Barriers** – Attitudinal barriers are behaviours or perceptions that prevent people from meaningful communication. They may result from personality conflicts, poor management, resistance to change, lack of motivation, etc.
- f) **Mechanical Barriers** – typographical errors and poor or illegible writing or print may cause problems in written communication.

Some other barriers to communication are a) The receiver may have a physical problem, for example, a hearing disability, b) The sender may not be clear in conveying his ideas, for example, the speaker did not connect all his ideas, c) There may be cultural differences, d) The subject may be complex for the listener to understand, e) There may be external noise from the other sides, f) The receiver/listener may not be ready to listen, g) The sender or the receiver may have personal biases, h) The sender/receiver may lack attention, interest as they feel that it is irrelevant for him/her, and i) Expectations and prejudices which may lead to false assumptions.

5. Strategies for Effective Communication

Communication is a process through which one conveys messages or information to others. Statistics have proved that 85 percent of one's success in life is directly attributable to one's communication skills. One may be ambitious, committed, and highly educated, but still, they have less chance of success, if they have poor communication skills. So, one may not become successful unless s/he develops her/his communication skills. The following are the tips for effective communication.

- a) The sender must always think about what s/he is going to say. He should have a complete idea on what s/he wants to speak.
- b) The sender, keeping in mind the context and situation, must use suitable language. S/He should select the words carefully. S/He must not use technical jargon (words and phrases) that are difficult for others to understand.
- c) The sender should select the right channel for effective communication. He has to an appropriate channel that makes the receiver understand and give feedback.

- d) The sender must always remember to whom he is speaking. Accordingly, he should use the tone and tailor his message. He must try to keep the other person's perspective in mind if he wants to get his message across.
- e) The sender must speak clearly and audibly. S/He should not commit any grammatical and spelling (while writing) in sending messages to the receiver. If his/her language skills are not proper, the communication process will break down. So, one must sharpen one's own language skills. This is utmost important.
- f) The sender should be able to encode the message effectively. He should be clear about the purpose and the content of the message.
- g) An effective communicator must be an effective listener. S/He should be in a position to understand the message, interpret the message, summarize it, and evaluate and analyze the information that s/he has received.
- h) The sender must check twice with the listener whether s/he is able to understand what he is saying.
- i) The communicator should overcome physical barriers. Noise, distance, physical discomfort, environmental conditions, etc., make the receiver unable to hear. So, it is important to choose the right space and setting for communication.
- j) The sender should overcome fear, anxiety, shyness, personal prejudices, stress, and lack of self-confidence. These things will obstruct communication. So, he must develop interpersonal skills and a positive attitude for effective communication.
- k) The sender must not be too fast or too slow while speaking. He has to maintain a proper rate of speed while speaking.
- l) The sender should not jump to the conclusion that the receiver has understood everything. He has to wait until he gets feedback from the receiver.
- m) The sender should get rid of unnecessary conversation fills like 'um' or 'aah.' This will detract the attention of the receiver.
- n) The sender must always be conscious of his body language. If he doesn't maintain proper body language, the receiver may not evince any interest in listening to him.
- o) In written communication, one should be careful in using language and register. It is important to master various formats and styles used in formal and informal writing.
- p) Finally, it is also important to accept that miscommunications happen often. Even the best communicators fail, sometimes, in sending their messages. So, one must accept this reality and constantly work at one's communication skills. He must do maximum effort to reduce or minimize the damages.

Unit – II: Presentation Skills

1. Preparation of a Good Presentation

Every presentation, be it an oral one or displayed on charts or on slides, is presented with a purpose in mind. If not, the presenter will be wasting valuable time of his own and the audience as well. Therefore, every presentation should have an objective.

The prime objective of any presentation is to inform an audience about something (a development, a product, an achievement). Another objective is to persuade an audience to make a decision in favour of the presenting party. The following are a few important steps that one should remember for the preparation of a good presentation:

- a) **Find Out About the Audience:** A presenter should know who the audience is, what they actually want to know, and at what level they are. He should keep their needs at the top of the list because they are spending time listening to you. After assessing the audience, arrange all the ideas in a proper manner. Present them one by one and try to involve the audience raising questions now and then.
- b) **Say Clearly and Concisely:** Use the language that the audience knows, can receive, comprehend, and give feedback. To achieve this, one should practice. Do not give pauses all the time or use too many fillers (“er...umm...ah...”). If s/he does so audience will become bored and stop listening. Don’t give too much information and overload the audience. Keep the presentation short and to the point. Always remember the cardinal rule of presentations, KISS (Keep it Short and Simple).
- c) **Provide Logical Sequencing of Information:** First, the presenter must introduce the objective of the presentation and develop it with the main points. Instead of mugging up the lines, present ideas in a proper order without missing any important point. Don’t say, “Oh, I forgot to mention this earlier...” The audience can’t zig-zag with you because they are not as familiar with the subject as you are. Introduce information-giving links. This helps the audience keep track of where the presentation has reached and how this portion relates to what has been said so far.
- d) **Use Visual Aids:** The presenter should use visual aids to make his presentation more interesting. S/He must provide relevant information using examples, images, anecdotes, graphics, visuals, etc. But these should not dominate the content that you want to present. Use a reasonable font and a typeface. Check the background of the slide and use the colour of the font. Avoid typographical errors.
- e) **Summarize:** Highlight the main points and summarize the presentation. Get ready to answer all the questions asked by the audience.

But remember, a good presentation is possible only with 3 ‘Ps’. They are Planning (what you want to say), Preparation (for your talk), and Practice (the way you should).

2. Verbal Communication in Presentation

Verbal communication is the use of words to communicate with others. It is an essential part of presentations, as it allows the presenter to share ideas and information with the audience in a clear and concise way. There are a number of things that one can do to improve verbal communication and present effectively.

- a) **Greet the Audience:** As far as presentations go, the audience is everything. First, greet the audience in an appropriate manner, mention your name, and the title/subject of your presentation because they are spending their valuable time to listen you. They expect your presentation to be worth it. So, you should keep in mind what they actually need and how you should present it while preparing a presentation. If someone is going to help you with visual aids or in handing out notes, mention their name and what they will be doing.
- b) **Keep the Audience Attentive:** Remember, the first impression is the best impression. Start your presentation with a good introduction, preferably in 3-4 lines, that can capture the attention of the audience. It helps them tune into your topic. This doesn't mean you have to be dramatic or flamboyant. It just means that a well-composed and delivered introduction draws the attention.

If it is a highly specialized topic, you can mention whether it's going to be an in-depth presentation or just an overview. You can then mention the time you'll take (this helps the audience mentally prepare itself to pay attention for that much time).

Then comes the tough part, that is, holding their attention for the rest of your presentation. Explain each point individually taking the help of visual aids if necessary.

- c) **Language and Tone:** Use vocabulary that is familiar to the audience. Do not try to show scholarship and play with the jargon. Do not go fast and do not be too slow. Speak at an average speed so that the audience understands and digests the information. Pay attention to tone. Lay stress on important points and then come back to a neutral tone. Speak to the audience in a friendly and conversational tone. Practice pronunciation of words if needed.
- d) **Manage Nervousness:** Everyone becomes nervous before giving a verbal presentation, even the most experienced public speakers. To manage this, a) take deep breaths and calm down, b) have complete knowledge on what you want to speak, c) practice multiple times taking videos on a phone or standing in front of a mirror, d) focus on the audience, their needs, and interests, and d) don't be afraid to make mistakes.

By following these tips, one can improve one's verbal communication in presentations and deliver more effective and engaging presentations.

3. Non-Verbal Communication in Presentation

Do's

- Stand with your feet less than shoulder width apart.
- Walk around the stage area if there is no podium. But make sure you don't walk across a slide. Shadows on slides are a big no-no.
- You must stand straight but make sure you are not stiff.
- Hand gestures should be made with up-turned open palms. Use your hands to help you with the things you are saying.
- Think of how you use your hands when you are explaining something to a friend. Use it the same way for your presentation.
- Make positive eye contact. Keep regular eye contact with the audience.
- Practice smiling, use friendly expressions, and get a happy medium.
- Make sure your gestures, movements, or facial expressions are natural.
- If you can, take the opportunity to see yourself perform on video. This is a useful way of getting a critical look at the body language you are using and practice improvements. Alternatively, practice in front of a mirror or in front of a trusted friend.

Don'ts

- Do not sway, rock, or lean against a table, podium, or lectern.
- Do not pace too fast.
- Do not wear clothes that don't fit for the situation.
- Do not thump or tap on the lectern or flipchart.
- Do not cling for life to the lectern/podium
- Do not stare at notes, floor, or ceiling.
- Do not stare at any one person for too long.
- Do not tug at your ear/fold your arms.
- Do not jingle coins in your pockets or put your hands in your coat or trouser pockets.
- Do not point fingers at the audience. Instead use an open palm.
- Do not slouch or slump your shoulders.
- Do not lean into the audience.

- Do not make exaggerate hand movements/gestures.
- Do not turn away from the audience for more than a few second.
- Do not use your hands/fingers to point out something on a slide. Instead, use a pointer/laser pointer.

4. Visual Aids/Materials in Presentation

People say a picture is worth a thousand words. That is why – with easy access to technology – people are increasingly relying on visual aids to make greater impact on their audience. But remember, if you misuse or overuse visual aids, it will have the exact opposite effect and your presentation could fall flat on its face!

Make sure your visual aids work for you. The following will help in preparing the visual aids properly.

- a) If you are using a flipchart or any kind of board. make sure you write clearly – in block letters, if necessary – and that your letters are big enough for everyone in the room to read.
- b) If a screen is being used, make sure that it is positioned where everyone can see it clearly. And never stand in front of it. You'll cast a shadow and the purpose of your visual aid will be defeated.
- c) Stick to the 6x6 rule. Don't have more than six lines on a slide and no more than six words in each line.
- d) Don't cram numbers or too much detail into a visual aid. If the details are that essential, put them on a slide but also make sure everyone in the audience has a readable copy to refer to.
- e) While explaining a visual aid, don't turn your back to the audience. It's rude and irritating. You should know the content of the slide well enough to only have to look at it occasionally.
- f) Unless it's something technical or a high-level corporate presentation, use only one or two types of visual aids.
- g) Don't use too many colours or very bright colours on your slides. Make sure the background isn't too bright or attractive, otherwise the information will be lost.
- h) Don't use flying text or any other special effects. They may seem exciting to you but most audiences find them to be rather juvenile.

Having good slides/visual aids alone is not good enough. You also need to be able to describe the contents properly. They are just that - aids. Do not let them take over your presentation and reduce yourself to a side-role. Let them help your audience understand better.

5. Analyzing Audience and Managing Questions

Analyzing Audience

Analyzing the audience always helps to know who you are speaking to and why they are listening to you. It refers to the gathering of information about your audience to form a generalized opinion. It involves planning your preparation for the audience by adapting to their understanding, values, and interests.

Audiences are of different types such as a) Hostile audience (egocentric people who question your claims and defend their views), b) Friendly audience (people who are already excited about the topic and are willing to hear you), c) Apathetic audience (people who care least about what you have to speak and do not show interest to argue or discuss), and uninformed audience (people who have come to learn a deep understanding of the subject).

Analyzing the audience is important because a) it helps us to speak their language, meet their expectations, present the content what they actually want, know their attitude towards the topic, know the understanding level of the audience, know the size of the audience, know the demographics of the audience, and above all gain their trust, b) it makes us understand the behavioural patterns and to persuade them to take desired actions, and c) it helps us to be sensitive to their needs and expectations.

Managing Questions

Managing questions posed by the audience makes the presentation more effective. It also gives you satisfaction that the audience listened to you and wanted to seek clarifications to their doubts. It is also helpful to other participants as they too know the answer that they couldn't ask due to various reasons. It even proves that you are more professional and knowledgeable. So, the presenter should know how to manage audience questions. Let us do the following to manage questions:

- a) Tell the audience in advance when you will be taking questions.
- b) Anticipate questions in advance.
- c) Realise that questions are a good thing.
- d) Make eye contact with the questioner.
- e) Always take a brief pause before launching into your answer.
- f) Be sure that you understand the audience's question/point that they are asking.
- g) Acknowledge how valuable is the question that they are asking.
- h) Always keep your cool.
- i) Be honest if you don't know the answer.
- j) Answer in sections if the question is a lengthy one.
- k) Check in with the questioner after you have given your response.

Unit – III: Interviews and Group Discussions

1. Interview and its Types

An interview is a question-and-answer type of round where a person asks questions and the other person answers those questions. It can be a one-to-one (Individual Interview), two-way conversation or it can be multiple interviewers and multiple participants (Group Interview). The person(s) who asks questions is the Interviewer(s) whereas the person who attends the interview for a job is called Interviewee.

An interview is meant to assess the candidate on different parameters. It is the deciding factor whether the interviewee will get a job or not. It is conducted to know whether the candidate is fit for the organization's work culture, to know whether the candidate has the required skill set to work, and to know whether the candidate has lied in his resume. So, the interviewee must be in a position to exhibit Attitude, Skills, and Knowledge (ASK Principle) in a very short span of time. To achieve this, s/he must be well-prepared in all aspects if s/he wants to leave a great impression on the interviewers and crack it.

Types of Interviews: The following are the different types of interviews conducted at different levels.

- a) **Personal Interview:** It is an individual interview. It occurs face-to-face between the recruiter and the candidate. The aim of this interview is to scrutinize the aspirant and ensure that s/he is suitable for the job profile as well as the company culture.
- b) **Panel Interview:** It is conducted by a group of people. Three to four members of the selection committee asks questions. Its aim is to assess the knowledge of the candidate on different aspects, analyze the candidate's skill set, observe body language, and decide whether s/he fits for the job. The decision in such interviews is collective.
- c) **Structured Interview:** It is designed, pre-planned, accurate, and consistent in hiring the candidates. The interviewers ask the same questions to all the candidates. These are open-ended or close-ended questions. If it is an open-ended question, then there can be multiple answers for a single question. If it is a close-ended question, there will only be a single answer. Here, the Interviewer compares candidates based on their responses to the questions.
- d) **Unstructured Interview:** It is an unplanned one, where the interviewer's questionnaire is not prepared. The interviewer may change questions based on the candidate's response to the previous questions. There is no set format and there can be all types of interview questions that you may not predict. The interviewer may already have questions or they might base them on the interview progress.

- e) **Stress Interview:** It is conducted to discover how a candidate behaves in stressful conditions. In this type of interview, the interviewer wants to know whether the candidate can handle the demands of a complex job and be constructive for the company. The candidate who maintains his composure during a stressful interview is normally the right person to handle a stressful job.
- f) **Case Interview:** It is a job interview where the candidate is asked to solve a business problem. It is often used by consulting firms to test both problem-solving skills and soft skills. The applicants have to solve a problem or situation faced by an organization (company, NGO, or government agency) in a set amount of time.
- g) **Off-site Interview:** It is a formal interview where the candidate and interviewers meet at a place other than the office. Such an interview is also known as a Lunch interview. It can be formal or informal. The aim of these interviews is to assess your personality outside the workplace.
- h) **Informational Interview:** It is meant to learn the real-life experience of an expert working in a field of the interviewer's interest. In this type of interview, it is expected to seek advice and learn about a sector, job, or employer. Here, experts from different fields are interviewed so that the interviewer gains more knowledge.
- i) **Working Interview:** Unlike a traditional interview, the interviewee is given a task. Based on the performance in that task, the employer assesses the candidate. Through a working interview, the job seeker can showcase the actual skillset rather than theoretical expertise. This type of interview is also beneficial for the employee as they get the chance to practically experience the roles and responsibilities of the job profile.
- j) **Exit Interview:** Unlike other types of interviews, exit interview allows companies to gain a perspective on why employees leave their jobs. Employers interview employees to share their feedback on their work experience at the company. Based on the feedback, the company can make improvements within the workflow.

2. Before, During, and After an Interview

An employer will invite all the job-seekers for an interview when they fulfill the eligibility conditions. The moment a job-seeker receives a call letter, s/he must learn what to do before attending the interview, how to answer all the questions and behave during the interview, and how to assess/evaluate oneself after attending the interview to prove herself/himself as an outstanding candidate among all the applicants.

Before the Interview

- Collect information on that company by visiting the organization's website and learn more about it, especially its achievements, its products, its services, its client base, and its projected growth and stability in the coming years.

- Make a good effort to go through the job description so that you are aware of the expectations the company has for the position.
- Have a knowledge on the current trends and events that might impact the future of that organization and the future of your employer.
- Prepare a list of questions that the interviewers may ask during the interview.
- Find a friend or a family member and hand them down the list of questions you prepared and ask them to play the role of an interviewer. Practice answering all the questions on the list. Record your answers to analyze them further.
- Review your notes, Resume, Cover letter, Job description, and Company summary a day before the interview.
- Make note of the name and title of the interviewer, if they have given in the call letter. Gather information about the interviewer from social media platforms.
- Keep the original copies of the Certificates, two/three sets of Resumes, two sets of photocopies of mark sheets, photographs, a list of references, a notepad, and a pen.
- Choose a professional attire that is ironed. Make sure that your overall appearance is neat and clean.
- Know the route that will take you to the interview location, and how much travel time you need to reach the location so that you can reach the venue a little earlier than the scheduled time.
- Sleep well for at least 6 to 7 hours a night before the interview.

During the Interview

- Be considerate and polite to all the staff members when you enter the Organization.
- Enter the interview hall with a positive attitude.
- Listen carefully to the interviewer and make sure you answer the questions confidently. If you do not have the answer, be honest and pass on the question. But do not give wrong answers/false information just to impress the interviewers.
- Keep your statements crisp, short, and precise. Relate your knowledge, skills, accomplishments, and objectives to the needs of the company.
- Maintain eye contact with the interviewer. If there are multiple interviewers, engage with all of them.
- Be aware of your body language. Convey confidence and engagement with your posture.
- Thank all the interviewer(s) while leaving the hall.

After an Interview

- Sit down for a few minutes and write down the questions that you were asked during the interview. If any questions stumped you, consider how you can your answers for the next interview.
- Assess/analyze/evaluate your responses to the questions and make points of things that you forgot to mention or would have said in a better way. This will help you prepare well for future interviews.
- Inform your references beforehand that they might receive a call from the company you interviewed for and request them to emphasize the points that would like to be recommended for.
- If you do not hear from the interviewers within the expected number of days, do not hesitate to drop an email. You may mention your motivation, qualities, and reiterate your interest in the organization and politely ask for an update on the interview.

3. Do's and Don'ts in an Interview

The interview plays a pivotal role in the selection of an interviewee. Most of the company managers conduct interviews to filter the candidates who have to attend an interview. So, every interviewee must have knowledge on Do's and Don'ts of an Interview.

Do's

- Do homework and gather more, either by visiting the website or through any other source, information about the company.
- Dress appropriately for the interview. Do not wear gaudy-coloured dresses. Look professionally. Your personal grooming and cleanliness should be impeccable. Avoid scents that may distract the interviewer.
- Know the exact time and location of the interview, and know how much time it takes to reach the place.
- Arrive at least ten-fifteen minutes early to the exact time of the interview.
- Treat other people you encounter with courtesy and respect.
- Keep your mobile in silent mode if you are carrying it to the interview.
- Take permission while entering the room. Offer a firm handshake, if the interviewer offers, and have a friendly expression on your face when the interviewer greets you.
- Maintain good eye contact during the interview.

- Sit straight/still in your seat.
- Avoid fidgeting and slouching on the desk.
- Respond to questions and back up your statements about yourself with specific examples whenever/wherever possible.
- Mildly ask for a clarification if you don't understand a question.
- Be thorough in your responses, while being concise in your wording.
- Be honest and be yourself.
- Treat the interview seriously and as though you are truly interest in the employer and the opportunity that they are offering.
- Exhibit a positive attitude. The interviewer is evaluating you as a potential co-worker. Behave like someone you would want to work with.
- Make sure you understand the employer's next step in the hiring process; know when you can expect the result of it.
- When the interviewer concludes the interview, offer a firm handshake if he offers, if not thank him sincerely and depart gracefully.
- After the interview, send a thank you letter.
- Finally, review yourself and identify the errors you have committed, rectify them, and do not repeat them in future.

Don'ts

- Don't take the interview casually as if you are attending for practice.
- Don't sit until the interviewer asks you to do.
- Don't give the impression that you are only interested in salary, in its geographical location, etc. Don't ask about salary and other allowances until the subject is opened by the employer.
- Don't give wrong answers to the interviewers' questions.
- Don't exhibit yourself that are in desperate and would take up any job.
- Don't be unprepared for typical interview questions. You may not be asked all of them, but being unprepared will not help you.
- Don't exhibit frustrations or a negative attitude in an interview.
- Don't go to extremes with your posture, don't sit rigidly on the edge of your chair.
- Don't take your parents, your pet, spouse, or any other person as you are grown up.

4. Basic Interview Questions

Interviewers are trained to scrutinize the candidates who attend job interviews. They, based on your performance, how you answer their questions and how your body language is, assess you and decide whether you are fit for the job that they are going to offer you. Therefore, the interviewee should know what questions the interviewers ask frequently in the interviews and do rehearsal preparing answers to those questions. The following are a few frequently asked questions. But that doesn't mean only these questions are asked. Depending on the situation, the interviewer may ask any question which they want. These are just a few.

- k) How would you introduce yourself?
- l) How did you hear about this position?
- m) Why did you decide to apply for this job?
- n) Why do you want to work at this company/organization?
- o) What do you know about this company/organization?
- p) Why should we hire you?
- q) What is/are your greatest accomplishments?
- r) What are your strengths and weaknesses?
- s) Describe your most rewarding college experience.
- t) What are your long-term and short-term goals?
- u) When and why did you establish these goals?
- v) How do you plan to achieve your goals?
- w) In what ways do you think you can make a contribution to our company?
- x) Where do you see yourself after five years?

If you have any previous work experience, the interviewer may ask the following questions:

- a) Why have you switched jobs so many times?
- b) Why did you change your career path?
- c) Why did you decide to leave your previous/current job?
- d) Why is there a gap in your work experience?
- e) Were you a team-player?
- f) How do you deal with pressure or stressful situation?
- g) Give an example of how you have handled a challenge in the workplace before.
- h) Give an example of how you completed your work under pressure.

- i) Give an instance where you have showed leadership qualities.

The above are common questions that the Interviewers ask in most of the Interviews. So, the job-seekers should prepare answers for the above questions and attend interviews to perform well in them.

5. Structure and Process of Group Discussions

Group discussion is one of the types of group communication. Nowadays every student should learn the skills of group discussion as it has become an integral part of the process of selection of candidates for various jobs. Therefore, it is important that a candidate who wishes to be selected should have a proper understanding of the skills and qualities required for success in group discussion.

Structure/Process of Group Discussion: A group discussion normally involves the following:

1. The candidates are asked to sit around a table and face one another. All of them are given number badges for the purpose of easy recognition.
2. A topic of discussion is either read out or displayed on board by the interviewer. It could be technical, factual, or case study.
3. A few minutes are given for personal reflection on the topic, and once that period is over, the examiner gives the go-ahead signal for beginning the discussion.
4. Once the signal is given, anyone can begin the discussion, explaining his/her points on the given topic. After the lead participant, anyone in the group can continue the discussion. Similarly, everyone gets the chance to speak. One after another, participants in the group express their views on the given topic.
5. It ends when the panelist stops the discussion.
6. Some interviewers ask the candidates to summarize their views in the light of what they have heard from different members.

Features of Group Discussion:

1. Group discussion, unlike interview, is a free discussion on a given topic by people from similar background. It is a frank and friendly interaction wherein each member contributes his or her share of views on the given topic.
2. The discussion is not controlled by the interviewer. His task is only to introduce the topic and watch the performance of each candidate.
3. The discussion generally revolves around the given topic. Candidates may speak whatever they like but remaining confined to the allotted topic.

4. The members of the group are normally from similar educational and professional back grounds, age, experience, aptitude etc. Therefore, the candidates can speak without fear of inferiority complex.

Purpose of Group Discussion: The main purpose of group-discussion is to assess the following four essential skills: a) Interpersonal skills, b) Skills of comprehension of core issues and clarity of thought, c) Effective communication skills, and d) Leadership skills.

Process of Group Discussion:

1. The process of group discussion starts with the announcement of the topic. The given topic could be technical, factual, or case study.
2. Before beginning with the discussion, the preparation time of two-three minutes is given. The time can also extend in case of a long case statement.
3. Any participant in the group can initiate the discussion. After the lead participant, anyone

6. Role Functions, Do's and Don'ts

A team of 5 (or) 6 students participate in group discussion on a common and critical problem with ideas “far and against” the discussion, arriving at a common, final solution, such a discussion is called Group discussion.

Role Functions: Roles in a group discussion are the functions that members assume to help the group achieve its objectives. Some examples of roles in a group discussion are:

- **Starter** : This member initiates the discussion and sets the tone for further discussion.
- **Connector** : This member tries to connect the ideas of all the members of the group.
- **Extender** : This member extends the viewpoints presented by the previous speaker by adding some more information.
- **Encourager** : This member ensures that all other members are actively participating in the discussion.
- **Facilitator** : The member often leads the group and guides the discussion process.
- **Initiator** : This member contributes ideas and suggestions for resolving problems within the group.

- **Arbitrator** : This member functions primarily as an observer and helps to resolve conflicts or disagreements among the group.
- **Notetaker** : This member records the team meetings and maintains documentation of group activities.
- **Coach** : This member provides feedback and support to other members and help them improve their skills.
- **Coordinator** : This member organizes the group tasks and resources and ensures that the group meets its deadlines.
- **Evaluator** : This member monitors the group performance and quality and suggests ways to improve.
- **Compromiser**: This member helps to find a middle ground among different opinions and preferences within the group.

Do's of Group Discussion:

1. Sit attentively on the chair allotted to you.
2. Listen carefully to the topic being proposed or outlined by the interviewer.
3. Carry a piece of paper and a pen to write down your points as well as others' points.
4. You should think fast and try to be the first to begin the discussion. If you happen to be the first person, say 'May I start this discussion with the permission of the chair and the members of the group'.
5. Be brief and go straight to the point that you want to express.
6. You should talk to all members of the group, making eye-contact with all.
7. It is ideal to say only a few points at first and leave the rest to be presented at the end.
8. Try to show your leadership qualities by starting the discussion or trying to settle a verbal dispute among the members in a friendly manner.
9. Express your team spirit by showing signs of support such as, nodding head, clapping hands, patting the individual who spoke well, etc.
10. You should summarize all what has been said by different members of the group at the end. Try to include the good points mentioned by other members.
11. If some member has already mentioned the point, support or add to the points mentioned.
12. Show flexibility in your views. Accept others' views if you find them good and worthwhile.

13. Use polite terms while expressing opposing views.
14. If more than one candidate starts speaking simultaneously you can appeal for order and cooperation and thus show your leadership abilities.
15. Be attentive to the person who is speaking and make sure that you are looking at him.
16. If the discussion strays from the given topic, try to steer back to the original topic.
17. Try to be clear, energetic and forceful as you speak. Be assertive without being a bully.
18. Try to thank the group members and the interviewer at the end of the discussion probably highlighting one or two positive points of the concerned individual.
19. Group leader initiates the task.
20. Group leader connects ideas about for and against the topic.
21. Finally, all group members come to a conclusion with a problem's solution.
22. We should not avoid any member in the group discussion for discussing the problem.
23. Group members should know communicative skills like using good vocabulary, grammatical sentences, etc.
24. The leader finally announces the solution to the problem.
25. Group members shouldn't discuss personal problems.
26. Every participant should be co-operative, helpful and tolerant of other people's ideas.

Important Don'ts of Group Discussion:

1. Do not interrupt when someone speaks.
2. Do not argue with participants who oppose your views.
3. Do not monopolize the discussion.
4. Do not bring in any point which is not connected with the topic.
5. Do not talk to the interviewer but to the entire group.
6. Do not correct a mistake or inaccurate statistics provided by other members.
7. Do not use humour when serious discussion is on.
8. Do not express your stand at the beginning itself. Keep some points for the end.
9. Do not speak in a monotonous tone. Use a variety of high and low pitches.
10. Do not repeat the statements made by others.
11. Do not lean on the table or sit with hands supporting the chin.

12. Do not talk quietly or whisper among the members.
13. Do not start argumentative discussion.
14. Do not try to dominate the discussion by interfering in everyone's discussion.
15. Do not talk too long or too frequently.
16. Do not make any personal attack or cutting remark.
17. Do not try to add any new point of your own (which has not been discussed) while summarizing.

A Sample Group Discussion

Is the ban on ragging unjustified

In Favour:

1st Candidate: Ragging in many colleges especially in professional colleges is meant for welcoming the freshers to their institutions and telling them that they aren't kids any more. I feel that it is correct to deny the students this simple joy of making fun of the juniors in a light-hearted manner. The best way for juniors is to take it sportively and enjoy it. A day will come when they too will become seniors and then derive pleasure by teasing their juniors in a funny and humorous manner.

2nd Candidate: Though ragging is officially banned, it is still going on in several colleges. Ragging has become traditional because this is being used by the seniors to interact with the freshers and then familiarize them with all, so that they can get rid of their fear complex, shyness and other inhibitions. Freshers must enjoy this fun and merriment as it is not harmful and sinful. Once it is over, the seniors become role models for the juniors and give them the necessary guidelines in their academic life.

3rd Candidate: Ragging is an age-old custom. Due to the undesirable influence of the Media, students are slightly abnormal and occasionally vulgar. If there are weeds in a field, the crop should not be removed. The weeds should be removed. That is the case with ragging too. If the excesses are eliminated, it is good.

Against the topic:

1st Candidate: The ban is justified because ragging has been leading to cruel and sadistic treatment of the freshers. An affair meant for fun and pleasure assumes outrageous proportions. Those who are unable to bear the ill-treatment even go to the extent of committing suicide as it happened in the case of a student in Chennai. Some have become nervous wrecks. Some others have given up their studies. Hence, a ban is inevitable as ragging has become an intolerable affair of bullying, humiliating and tormenting the freshers.

2nd Candidate: I feel that the ban is essential because ragging is not within the expected limits. There are several instances of inhuman behaviour. The seniors

sometimes make the freshers walk around the college or hostel building naked. Ragging purely meant for merry making is a welcoming feature, but not obscenity, lewdness and indecent pranks. Hence, the ban is justified and it must be implemented in toto.

3rd Candidate: Owing to ragging, the freshers often begin their academic career in professional colleges with fear and tension, anxiety and nervousness. Being unable to put up with the physical torture, some students go to the extent of giving up their hard-earned seats in the prestigious colleges. Therefore, the ban should be implemented strictly.

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